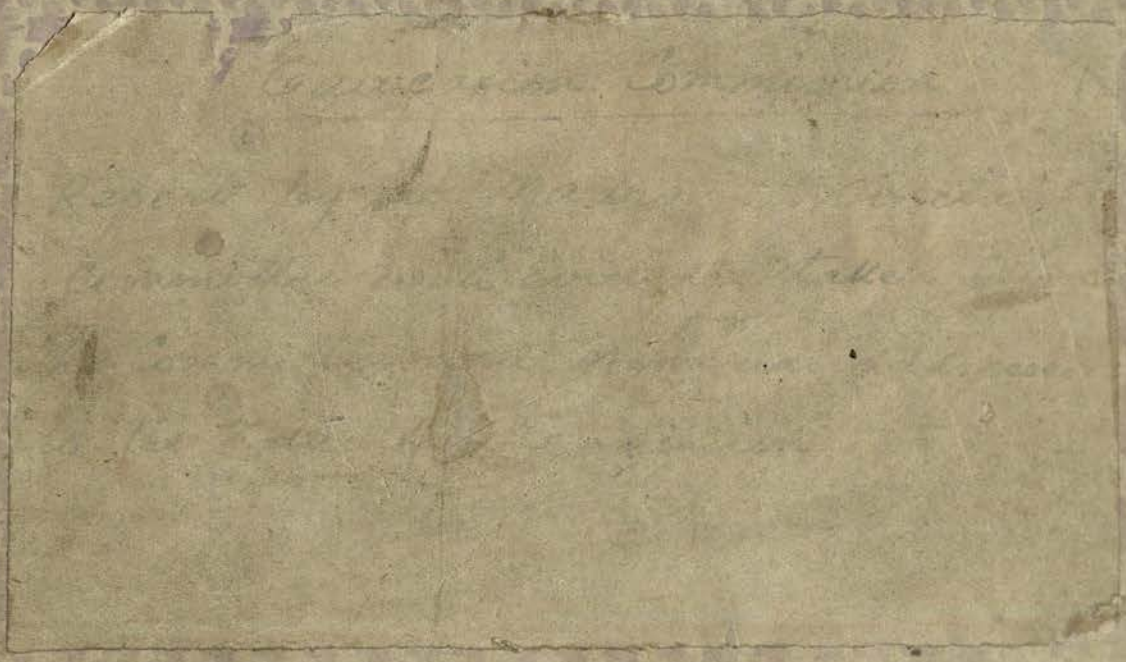

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EDUCATION COMMISSION.

REPORT

BY

THE MADRAS PROVINCIAL COMMITTEE;

WITH

EVIDENCE TAKEN BEFORE THE COMMITTEE,

AND

MEMORIALS ADDRESSED TO THE EDUCATION COMMISSION.

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1884.

This Report is drafted on the lines laid down in the following "Instruction" issued by the Commission.

OUTLINE OF THE REPORTS OF PROVINCIAL COMMITTEES.

I. A short sketch of Education previous to 1854, or to the formation of an Education Department in pursuance of the orders contained in the Educational despatch of that year.

II. A statement of the progress of education—

1. During the period from 1854 (or from the date when the Education Department was formed under the Educational despatch of 1854) to 1871,

2. During the period from the 1st April 1871 to the 31st March 1881;

drawn up so as to show the extent to which the objects indicated in the several despatches from the Secretary of State have been attained, and the causes which may have prevented any sections of the Native community from availing themselves of the departmental system of education. A brief account should be given of any legislation which has reference to education.

III. A description of the actual state of education in each province on the 31st of March 1882, prefaced by summary statistics of its area and population according to the census of 1881, its physical characteristics, the social condition of the people, and the languages spoken by them. This description should be arranged in sections under the following heads, and should include, where necessary, a comparison with the corresponding state in 1871. The statement of facts contained in each section should be followed by any recommendations for the future which the Committees may wish to make upon the facts set forth. All such recommendations should have exclusive regard to the circumstances of the province with which the report deals, and the terms of the Resolution by which the Commission was constituted.

SECTION A.—*Instruction in Indigenous Schools independent of departmental aid or inspection:* (a) *Elementary instruction:* (b) *Advanced instruction.*

1. Its definition.

2. Its extent; the number of schools and scholars should be supplied when possible.

3. Different classes of indigenous schools.

4. Methods of instruction, and the languages and subjects in which such instruction is imparted.

5. How indigenous schools have been affected by the operations of the Education Department.

6. Fees or other sources of income.

SECTION B.—*Primary Instruction recognised by the Department.*

1. Its definition.

2. Its extent.

3. Primary schools, Government, aided and unaided.

4. Subjects of instruction; the number of pupils learning each language, so far as it can be ascertained; and the text-books in use.

5. Departmental standards of examination, either prescribed in accordance with the Resolution of the Government of India, No. $\frac{2}{1}\frac{1}{0}$, dated 6th January 1879, or adopted by the Local Departments of Public Instruction in those provinces in which boys have passed beyond the upper primary standard but have not entered upon a course of education terminating in an examination of equal difficulty with the matriculation examination: together with a statement of the number of pupils passed in each of such standards.

6. School libraries and apparatus.

7. School accommodation, with special reference to light, ventilation and furniture.

8. Method of registration of attendance, and the means adopted to ensure honest returns.

9. Arrangements for the training of teachers; the total number of teachers, trained and untrained; their pay and prospects.

10. Expenditure from all sources, arranged under the heads shown in General Form 3 as modified by the Commission.

11. Fees; their rates, and exemptions from payment; how they are credited and accounted for.

12. Scholarships and prizes.

SECTION C.—*Secondary Instruction*—(a) *Middle Schools;* (b) *High Schools.*

1-12. As under Section B, *mutatis mutandis.*

[3. Add.—The special measures adopted for the education of (*a*) sons of Native chiefs, (*b*) Muhammadans, (*c*) Peasants.]

SECTION D.—*Collegiate Instruction*—

1. Government, aided, and unaided arts colleges, and the number of students reading in them (the statistics of each college to be given separately). For the purpose of comparing collegiate education in 1882 with collegiate education in 1871, a return should be given of the number of colleges which, having existed in 1871, exist no longer; the causes which led to their extinction; and the number of students in them (*a*) who were sent up for University examinations, (*b*) who passed those examinations.

2. The race or caste of the pupils, divided into Europeans or Eurasians, Native Christians, Hindus, Muhammadans and others; together with any facts that can be obtained bearing on the social position of the pupils, the wealth of the families to which they belong, and the professions followed by their parents or guardians.

3. Results of University examinations in arts with a return showing the various languages taught as second languages, and the number of students learning such languages.

4. The number of students graduating in a literary and in a scientific course respectively, in those Universities in which such a distinction exists.

5. College libraries, and the extent to which they are used.

6. Laboratories and apparatus for instruction.

7. Income and expenditure from all sources; showing the staff of each college and the salary attached to each professorship.

8. Fees, their rates, and exemptions from payment; how they are credited and accounted for.

9. Scholarships, together with a specification of the various sources of income from which they are paid.

10. An estimate of the number of graduates from collegiate institutions (Government, aided and unaided) who, between 1871 and 1882, have joined (*a*) the public service; or in a private capacity, (*b*) the legal, (*c*) the medical, (*d*) the civil engineering professions.

11. The effect of collegiate instruction on the general education and enlightenment of the people, and the extent to which it has been a means of supplying the Government with efficient public servants, and the community at large with intelligent *employés.*

SECTION E.—*Female Education.*

1. Its extent.
2. Government, aided and unaided schools and colleges.
3. Mixed schools.
4. Subjects of instruction, and text-books in use.
5. Zenana instruction, and existing agencies other than schools, for promoting female education.
6. Results of departmental, University, or other recognised examinations.
7. Arrangements for the training of teachers, male and female; the relative efficiency and advantage of each class of teachers; the means taken to increase the supply of female teachers.
8. Income and expenditure from all sources.
9. Fee.
10. Prizes.
11. Scholarships.

SECTION F.—*The supply and distribution of text-books.*

SECTION G.—*Provisions for physical and moral training.*

SECTION H.—*Grants-in-Aid.*

1. Different systems, and their relative advantages.
2. Rules of administering each system.
3. The amount of the grants payable in institutions of each class, with reference to their sufficiency, especially in the case of girls' schools.

SECTION I.—*Inspection and control:*—

1. Nature of the agency, whether consisting of—
   (*a*) officers of the Department;
   (*b*) other Government officers;
   (*c*) school committees;
   (*d*) other agencies.
2. Character of the inspection, with special reference to (*a*) average area, and number of schools assigned to each Inspecting Educational Officer of the Department, together with the average number of scholars; (*b*) average duration and extent of the annual tour of each class of Inspecting Educational Officers; (*c*) code or rules for guidance of inspecting officers, whether departmental or extra-departmental, with especial reference to the method of conducting examinations.
3. The employment of inspecting officers of the Department when at head-quarters.
4. Cost of inspection and control.

SECTION J.—*District and branch committees or local fund boards.*—The actual extent of their powers in (1) preparing budgets, (2) sanctioning expenditure, (3) controlling education; and the possibility of extending those powers.

SECTION K.—*Functions of municipal bodies with regard to the maintenance and control of schools.*

SECTION L.—*Withdrawal of Government from the direct management of schools or colleges.*

1. by transfer to private bodies.

2. when in competition with private schools or colleges;

3. when from any cause, no longer necessary.

SECTION M.—*General relations of departmental officers to private schools or colleges in competition with*—

(1) Government schools or colleges.

(2) Other private schools or colleges.

IV. Tabular Statements containing information regarding—

i. Arts colleges, schools, and scholars in General Form I, as modified by the Commission.

ii. Schools and scholars in General Form II, as modified by the Commission.

iii. Expenditure on educational establishments in General Form III, as modified by the Commission.

iv. The results of prescribed examinations, General Form IV, as modified by the Commission.

v. Aided schools and grants in form prescribed by Commission.

These statements may be accompanied by any detailed explanation of facts which will elucidate their meaning, and by any comments which they may suggest, or which the Committees think necessary to offer.

V. General Summary and recommendations. The Commission will be glad to receive any remarks on the subject of placing the educational system on a legislative basis.

I

EDUCATION IN MADRAS PRIOR TO 1854.

The Despatch of 1854 (para. 96) says:—

"In Madras, where little has yet been done by Government to promote the education of the mass of the people, we can only remark with satisfaction that the educational efforts of Christian missionaries have been more successful among the Tamil population than in any other part of India."

Mr. Arbuthnot, the first Director of Public Instruction in Madras, wrote:—"At the commencement of the year 1854-55, with the exception of the trifling sums expended in the districts of Chingleput, North Arcot, Nellore and Tanjore, and in the maintenance of a few elementary schools in the hill tracts of Ganjam, the operations of Government were confined to the collegiate institution at Madras, and to the two provincial schools at Rajamundry and Cuddalore."

2. This sketch will deal briefly with education under the two divisions thus suggested:—

Operations of Government.

Though the actual outcome of its operations was so insignificant, the local Government had, from an early period, shewn interest in the subject of education, and had attempted much more than had succeeded. The Minute of Sir Thomas Munro in 1822 is generally accepted as marking the starting point.

The following figures give a summary of the returns received in answer to that Minute from the twenty-one divisions of the Presidency:—

Number of Indigenous schools and pupils in them in the Madras Presidency in 1826.

	Number of		Pupils.				Total.	
	Schools.	*a* Colleges.	Hindu.		Mussalman.		Boys.	Girls.
			Boys.	Girls.	Boys.	Girls.		
Total .	11,758	740	1,47,020	2,796	10,644	1,227	1,57,664	4,023

According to the estimated population at that period elementary indigenous education would seem to have been afforded to rather less than one-sixth of the boys of school-going age. The character of the instruction in the schools was, however, thus described:

"Few teachers can explain, and still fewer scholars understand, the purport of the numerous books they learn to repeat from memory. Every school boy can repeat verbatim a vast number or verses, of the meaning of which he knows no more than the parrot which has been taught to utter certain words."

a "These so-called 'Colleges' were the vedic patsalas which formerly formed a part of every *matam* or religious centre. In 1750 Southern India was dotted with them."

Of the instruction in the 'colleges' it is said:—

"For twenty years the students commit to memory mantra after mantra, sloka upon sloka, comment after comment, until they are able to superintend every ceremony and perform every rite of the Yajur or Black Veda"

3. A Board of Public Instruction was established in 1826, and started 14 Collectorate and 81 Talook schools, with a school at Madras for training teachers: the last mentioned ultimately developed into the High school—the others were pronounced a failure and abolished in 1836: their failure was attributed to inefficient teachers, and the absence of regular and efficient superintendence. The 'Board' was superseded by a 'Committee for Native Education'—which proposed plans that were not carried out; and it, in its turn, made room for the 'University Board,' appointed in 1840 by Lord Elphinstone, who proposed to establish a 'Central Collegiate Institution or University' in Madras, which was "to be under a President and 14 Governors, of whom seven were to be natives; one of the main features of the plan being that it should principally depend upon the co-operation of the superior classes of the Native community, and should be maintained but in a partial degree from the Government funds."

4. It may be noted that, up to this time, the soundness of the downward filtration theory had not been doubted in Madras. Seventy-thousand subscribers to a native address, presented to Lord Elphinstone shortly before the promulgation of his scheme, stated that they "looked to the mental improvement of the upper classes of the native community; who have the leisure and means to pursue the higher branches of study; and that from them it might reasonably be hoped, that the blessings of knowledge would be gradually spread abroad amongst the inferior classes of their fellow-subjects."

The President of the University Board was strongly imbued with the necessity of restricting the Government schools, in the first instance, to the instruction of the higher orders of the native community; and in an address to Lord Elphinstone, on the opening in 1841 of the high school branch of the new Institution, he observed that,—"*the light must touch the mountain tops before it could pierce to the levels and depths.*" Lord Elphinstone himself held a similar view, but at the same time expressed his concurrence in the opinion of the Governor-General that the elementary education of the mass of the people was not necessarily to be neglected or postponed to an indefinite period.

5. The 'University Board,' after much correspondence, proposed to establish four Provincial schools 'similar in quality to the Madras high school; but the Court of Directors (under date January 1846) intimated that "for the present the full development of the branch of the University (*i.e.*, the high school) should be the exclusive object of attention."

6. This 'University Board,' though not abolished, became moribund, and a 'Council of Education' was created, which, however, did little more than 'recommend,' and it was dissolved in 1847.

The 'University Board' was then re-organized, and "invested with the functions of a Board of General Education" to administer a total ofone lakh of Rupees, a moiety of which it appropriated to the University (high school); Rs. 30,000 was set aside for five provincial schools, and Rs. 20,000 reserved for Grants-in-Aid. Two provincial schools were then, at last, actually started, one at Cuddalore in 1853, and the other at Rajamundry in 1854.

7. Meantime there had been much discussion on the question of establishing examinations for candidates for public employment. An examination was first

nstituted in 1848, discontinued in 1849, but revived in 1854, to be finally abolished in 1855; and the scheme had little general influence on Education.

8. Towards the close of the period under review, doubts as to the soundness of the 'Filtration' theory found expression. The education of the mass of the people through their own Vernaculars, the adoption of a system of Grants-in-Aid: and the avoiding of the establishment of Government schools in such localities as might bring them into opposition to, or rivalry with other existing institutions—were all advocated as early as 1851. There had also been discussions regarding translations from English works; and some small prizes had been given for their encouragement. Notwithstanding, however, numbers of able minutes and promising propositions, the whole outcome of the Government operations in general education, previous to the despatch of 1854, was as stated in the opening extract.

9. There had, however, been brought into existence some Government institutions of a special character, the chief of which were,—

(*a*). *Madras Medical Schools,* established in 1835, and raised to a College in 1851.

(*b*). *School of Arts,* first started in 1850.

(*c*). *The School of Ordnance Artificers,* in 1840, attached to the Gun Carriage Factory.

(*d*). A 'Survey School' established about 1800.

10. But of native *primary* education, connected with Government, there was none. In indigenous education there had been neither improvement nor extension during the thirty years that had elapsed since Sir Thomas Munro's Minute instituted enquiries regarding it. (*a*)

Operations in Missions.

11. Efforts of Christian missions had, however, been made, and some small grants had been given by the Government, of which the following may be particularized :—

(1). About 1837 a grant of Rs. 3,000 was made to the American missionaries at Madura.

(2.) In 1809 a previous grant of Rs. 140, was raised to Rs. 350 per mensem for the support of schools at Tanjore and Ramnad established by Schwartz towards the close of the 18th century.

(3.) To an institution established in Madras in 1853 for the training of male and female teachers a lump grant of Rs. 5,000 was made.

12. In his historical note in Education in Madras, written in 1854, the first Director thus spoke of the work of the Missions :—

"In the department of elementary instruction the operations of some of the Missionary Societies are on a very considerable scale. The S. P. G. supports no less than 186 schools, in which 5,117 scholars are under instruction, of whom 3,825 are boys, and 1,349 girls; and the amount expended by the Society exceeded in 1852, Rs. 40,000; and in 1853, Rs. 30,000."

(*a*) In 1854, Mr. Arbuthnot wrote :—

"The comparison in point of numbers, so far as a judgement may be formed ..... was more favorable in 1826 than it is at the present time ..... In the native village schools it is manifest, that but little improvement has taken place in the character of the instruction, and that the picture drawn in 1823 (see para. 2) is still applicable to the majority."

"The operations of the Church Mission Society are equally if not more extensive, and it appears that at the commencement of 1852 the number of mission schools in this Presidency amounted to 1185 with 38,005 pupils ..... In all the Vernacular mission schools and in the majority of the English schools the course of instruction is altogether elementary; but there are several of the latter in different parts of the country in which a higher order of instruction is imparted, and what may be termed a liberal education is very efficiently carried out."

The 'higher order of instruction' here spoken of owed its initiation and consolidation mainly to two men, in a Government institution to Eyre Burton Powell, in a mission one to John Anderson—others have worked well in raising the superstructure, but these were the pioneers who cleared the ground and laid solid foundations. The following remarks from the Madras Educational Census Report for 1871, give some idea of the progress in education between 1837, the year in which John Anderson entered on his work, and 1849 :—

"If we compare the educational work of 1849 with that of 1837, how vast the difference! Mr. Powell had begun and largely carried through his beneficent work at the high school. His "Proficients" were exhibiting an entirely new standard of knowledge, exceeding in mere intellectual progress anything that even Mr. Anderson could show. The [Free] Church of Scotland Mission school in 1849 was superintended by four Europeans devoted to educational work and contained 600 pupils. Patcheappah's was gaining its high position under Mr. Lovery and was crowded with scholars drawn from the best classes of the Hindoo population. The great London mission school in Armenian street was already talked about, and was opened a few months afterwards. At the same period the Wesleyan Anglo-Vernacular school at Royapettah was remodelled and a missionary set apart for its management. During the same interval all the Roman Catholic schools had been established by the care of the late Bishop Fennelly. When Mr. Anderson arrived (in 1837) there was no European set apart for the work of instruction except perhaps one at the Old College, though this is doubtful. In 1850 there were at least twelve Europeans thus employed, and there is reason to believe there were as many as fifteen, all in Madras city. The high school owed nothing to the influence of the Scotch teachers, as its foundation was the result of long-continued discussion between the Supreme and Local Governments, but it is not too much to say that the revival of missionary educational effort was almost entirely due to the example so earnestly set by the masters of the Free Church schools."

13. The principal institutions may be mentioned, in the order of their establishment, as near as we can ascertain.

(1.) The S. P. C. K. established the St. Peter's schools at Tanjore in 1790; and institutions at Sawerpuram and Vediyarpuram, in 1844 for training mission agents. In 1848 Sullivan's Gardens Seminary, Madras, was opened for the training of catechists and schoolmasters.

(2.) The C. M. S. started an institution for training teachers at Palamcotta in 1836 and what is now the Noble College at Masulipatam in 1841. In 1849 it established also a training institution at the last named station.

(3.) In 1837 the "General Assembly's Institution" was started at Madras. From this have resulted the "Free Church Institution and Madras Christian College;" and "the Church of Scotland Institution;" with three branch schools of the Free Church established at Conjeveram in 1839, and at Chingleput and Nellor in 1840.

(4.) Patcheappa's Central Institution, Madras, supported by funds that had accrued from the accumulated interests on a native bequest for charitable purposes, was established in 1842, under an order of the Supreme Court; with branches started at Conjeveram and Chidambaram in 1846 and 1850 respectively.

(5.) St. Joseph's College, Negapatam, was established in 1846 by the Jesuits of the Madura Mission.

(6.) In 1851 the Wesleyan Central Institution, Royapettah, Madras, was opened.

(7.) In 1853 the London mission established a central school in Black Town, Madras.

Two institutions, mainly, though not exclusively, for English-speaking boys date from 1836, *viz.:* Bishop Corrie's Grammar school (Protestant); and St. Mary's Seminary (Roman Catholic).

Besides the above, there were several schools for English-speaking pupils, many of long standing, as the Military Orphan Asylums, Madras, 1786 and 1788; The Civil Orphan Asylums, Madras, 1815; St. Mary's R. C. Orphanage and day schools for girls, 1840; John Pereira's, Madras, boys and girls, 1840; The Vepery Poor schools, 1841; the Fort St. George Charity School, and the schools at Vellore, Cuddalore, and Tripassore mainly for children of pensioners.

Among the earliest schools for native girls there were,—

The Free Church day school, Madras	1841
„ boarding school, Madras	1842
The Church mission boarding schools in Tennevelly from	1837
„ S. P. G. „ „ „ „	1842
„ Free Church day schools at Chingleput and Conjeveram	1845
„ Native Female Education Society's central school, Black Town, Madras	1845
„ Wesleyan mission boarding school, Royapettah, Madras	1849

Statistics for so early a period are not easily obtainable, but the following may be accepted as shewing approximately the number of schools and pupils, mainly for Native education, about the year 1854:—

Years.	Agency.	Number of				Total.		Remarks.
		Schools.		Pupils.		Schools.	Pupils.	
		Boys.	Girls.	Boys.	Girls.			
Before 1854	Catholic Societies .	96	8	3190		104	3,190	
1853	L. M. „ .	58	...	2816		58	2,816	
1854	Ch. Mis. „ .	339	...	5,410	3,317	339	8,727	
1854	F. C. M. „ .	5	5	1,210*	596*	10	1,806	* Average attendance.
1854	Wes. Mis. „ .	Not given		446	260	...	706	
	S. P. G. „ .	186		3825	1,349	186	5,117	
	Total .	...		..	...	697	22,362	

About the same period Patcheappah's central and branch schools were educating about a thousand pupils.

II—(1).

A STATEMENT OF THE PROGRESS OF EDUCATION FROM 1854 TO 1871.

As this statement is to be drawn up so as to show the extent to which the objects indicated in the several despatches from the Secretary of State have been attained, the purport of the two principal despatches may be first stated.

1. The despatch of 1854 commends to the special attention of the Government of India the improvement and far wider extension of education, both English and Vernacular, and prescribes as means for the attainment of these objects, (1) the constitution of a separate department of the administration for education, (2) the institution of universities at the presidency towns, (3) the establishment of institutions for training teachers for all classes of schools, (4) the maintenance of the existing Government colleges and high schools, and the increase of their number when necessary, (5) the establishment of new middle schools, (6) increased attention to Vernacular schools, indigenous or otherwise, for elementary education, and (7) the introduction of a system of Grants-in-Aid. The attention of Government is specially directed to placing the means of acquiring useful and practical knowledge within the reach of the great mass of the people. The English language is to be the medium of instruction in the higher branches, and the vernacular in the lower. English is to be taught wherever there is a demand for it, but it is not to be substituted for the vernacular languages of the country. The system of Grants-in-Aid is to be based on the principle of perfect religious neutrality. Aid is to be given (so far as the requirements of each particular district as compared with others and the funds at the disposal of Government may render it possible) to all schools imparting a good secular education, provided they are under adequate local management and are subject to Government inspection, and provided that fees however small are charged in them. Grants are to be for specific objects, and their amount and continuance to depend on the periodical reports of Government Inspectors. No Government colleges or schools are to be founded where a sufficient number of institutions exist capable, with the aid of Government, of meeting the local demand for education; but new schools and colleges are to be established and maintained where local effort fails to meet the local demand. The discontinuance of any general system of education entirely provided by Government is anticipated with the gradual advance of the system of Grants-in-Aid, but the progress of education is not to be checked in the slightest degree by the abandonment of a single school to probable decay. A comprehensive system of scholarships is to be instituted so as to connect lower schools with Higher, and Higher schools with colleges. Female education is to receive the frank and cordial support of Government. The principal officials in every district are required to aid in the extension of education; and a person who has received a good education is to be preferred to one who has not, in making appointments to posts in the service of Government. Even in lower situations, a man who can read and write is to be preferred to one who cannot, if equally eligible in other respects.

2. The second great despatch on education, that of 1859, reiterates and confirms the principles laid down in the earlier despatch, with the single exception of the course to be adopted for promoting elementary education. While it records with satisfaction that the system of Grants-in-Aid has been freely accepted by private

schools, both English and Anglo-Vernacular, it notes that the native community have failed to co-operate with Government in promoting elementary vernacular education. The efforts of educational officers to obtain the necessary local support for the establishment of vernacular schools under the Grant-in-Aid system are, it points out, likely to create a prejudice against education, to render the Government unpopular and even to compromise the dignity of Government. The soliciting of contributions from the people is declared inexpedient, and strong doubts are expressed as to the suitability of the Grant-in-Aid system for the supply of vernacular education to the masses of the population. Such vernacular instruction should, it is suggested, be provided by the direct instrumentality of Government, by means of a compulsory rate.

Organization of the Educational Department.

3. During the year 1855-56, steps were taken to carry out the measures ordered in the Despatch of 1854. A Director of Public Instruction, 4 Principal Inspectors of schools, 20 Zillah Visitors and 60 Sub-Assistant Inspectors were sanctioned. Only three Inspectors, were however, appointed. The year 1855-56 saw the re-organization of the principal Government Institution in the town of Madras under the designation of the Presidency College, the establishment of a Government Normal school, the commencement of a system of Anglo-Vernacular middle and Vernacular Talook schools, the extension of the measures for the promotion of vernacular education in the district of Rajamundry, and the application of the Grant-in-Aid system.

Government Schools in 1855-56.

4. The towns of Cumbaconum, Bellary, Calicut and Rajamundry had each a provincial school. The provincial school at Cuddalore was reduced to the grade of a zillah school, and two zillah schools were set on foot at Chittore and Salem. The system of vernacular Talook schools, commenced during this year, contemplated the establishment of 100 such schools in various parts of the country. Over twenty schools of this type were opened during the year. As regards these schools, it is worthy of note that, owing to the apathy of the native community towards vernacular education, it was thought expedient to add instruction in the rudiments of the English language to the regular Vernacular course, but the Inspectors of schools were at the same time instructed to prevent any undue prominence being given to the study of English. These talook schools were intended to serve as model Vernacular schools, an object to some extent frustrated by the introduction of the study of English. The number of village schools in the district of Rajamundry rose in the six months ending 30th April 1856 from 56 to 77, and the number of pupils in them from 980 to 1404. This was the only attempt yet made by Government to improve and extend vernacular education. In 1853, Mr. G. N. Taylor, the Sub-Collector of Rajamundry had established an Anglo-Vernacular school at Narsapure, his head-quarters, and three branch schools in three towns in that neighbourhood. These schools were partly maintained by Mr. Taylor and partly by local subscriptions. In course of time, their successful working attracted the attention of the neighbouring ryots, who applied to the Sub-Collector to establish Vernacular schools in their villages, offering to defray the cost by a fixed annual addition to the revenue demand on their villages, to be made at the annual joint rent settlement. In pursuance of this scheme schools were established in some central villages; some of the larger schools were provided by Government with masters of a better kind than the ryots could pay for. These masters had to inspect all schools within a certain range; and there was a Native Inspector to superintend the whole. In the Report of Public Instruction, for 1856-57, Mr. Arbuthnot, the then Director of Public Instruction, observes, that "the Rajamundry system cannot be introduced into ryotwar districts upon the principle on which its introduction was sanctioned, *viz.*, that the rate shall be raised voluntarily," and that "it seems to be extremely doubtful whether even in Rajamundry the rate can properly be called voluntary."

5. In August 1855 the first Grant-in-Aid rules for Madras were published. The conditions of aid were not many or complex:—

Grant-in-Aid rules of 1855.

Grants were to be given for specific purposes, and not to exceed the sum contributed—fees were compulsory in all except Normal and female schools. The following were named as "the specific objects."

"1*st*.—The erection, enlargement, or repair of school buildings."
"2*nd*.—The provision of school furniture."
"3*rd*.—The augmentation of the salaries of the teachers, or provision of additional teachers."
"4*th*.—The provision of stipends for pupil teachers, and of gratuities to teachers who undertake to instruct them."
"5*th*.—The provision of school books, maps and school apparatus at reduced prices according to the circumstances of the case."
["Grants will also be given in aid of scholarships and of stipends for Normal students, the rules for which will be notified hereafter."]

These 'rules' remained in force up to 1858, and the following figures show the extent to which they were taken advantage of

Year.	Grant.				Remarks.
	Salary.	Buildings.	Scholarships.	Total.	
	Rs.	Rs.	Rs.	Rs.	
1855-56 . .	4,605	(*a*) 7,000	...	11,605	(*a*) To the Harris School.
1856-57 . .	13,405	...	52	13,457	(*b*) To the Doveton College.
1857-58 . .	16,962	(*b*) 10,000	154	27,116	
1858-59 . .	26,036	(*c*) 20,000	319	46,355	(*c*) Ditto ditto.

It is interesting, at this time, to note that one of the first Grants-in-Aid in this Presidency was a building grant of Rs. 7,000 to the Harris school—a school for Musalmans exclusively.

6. The following quotation from the report of the Director of Public Instruction for 1858-59 will show that there was every disposition to give the Grant-in-Aid system fair play. He wrote:—

"If it were possible to rely on this system for the extension of education throughout the country, it would have been on every account, desirable that the Government should have confined itself to it entirely and abandoned the establishment of schools of its own.....It seems desirable that, in all our educational operations, *the eventual resort to the Grant-in-Aid system as the main course of action should be steadily kept in view* encouraging and taking advantage of every opening for its introduction."

After giving figures, Mr. Arbuthnot continued:—

"It will be seen how sparingly the Natives have as yet taken advantage of the Grant-in-Aid system.....It will also be apparent that with the exception of Tinnevelly (and even of it a considerable tract has been as yet untouched by the operations of the great missionary societies) there is no district in this Presidency in which it would have been possible to depend upon the Grant-in-Aid system for carrying out the instructions for the extension of education conveyed in the despatch of 1854, applying to those instructions the most limited construction that could be put on them. But it is no less true that, when it has been possible to resort to the Grant-in-Aid plan, the saving of expenditure has been great; and although it is probable that the time is still far distant when it will be possible to dispense with the limited number of Government schools which have been or are likely to be established, I would view these schools rather as pioneers, and as models to be followed and eventually to be superseded by others established on the Grant-in-Aid system."

7. The defects of the rules of 1855 were thus summarised by the Director when he proposed amended ones:—

"They did not specify by what considerations the exact amount of the grant was to be determined except in so far as it is subject to the condition that the grant shall not exceed the amount

(or as it has been since determined one-half the amount) contributed from local sources. They did not define what qualifications should be required or what deficiencies should be deemed either to be a bar to any grant at all being given or to necessitate the reduction of the grant which otherwise, with reference to the amount of local contributions, might have been assigned. They did not require that in order that a teacher might be eligible to receive from the Government a certain sum in augmentation of his salary, he should prove that he acquired a certain amount of knowledge and a certain degree of ability in imparting it to others, so far as the latter can be ascertained by a definite standard.....It was especially with the view of 'improving the rules relating to Grants-in-Aid of teachers' salaries that a new code was recommended'."

8. A new code came into operation in 1858. It specified the same objects for aid as the former code, except that scholarships were omitted, while school and lending libraries were added; and the 'conditions' were elaborated, especially as regards salary grants, which were determined by a system of certificates, of which there were nine grades for schoolmasters and five for schoolmistresses. These certificates were awarded on the results of a departmental examination calculated to test the general attainments of the candidate as well as his teaching power. The amount of the salary grant was not to exceed one-third of the total salary. "This proviso was introduced in consequence of the apparent indisposition on the part of the Supreme Government to sanction any considerable expenditure on Grants-in-Aid." The result was that the system received little extension; and the comparative failure of the rules was attributed to "errors in them," and to omissions and want of adequate co-operation on the part of Managers of schools."

Grants-in-Aid rules of 1865.

9. After much discussion a third set of Grant-in-Aid rules was brought into force from January 1st, 1865. One important concession in them was that one-third salary grants might be given to uncertificated teachers, while the proportion for certificated teachers was raised to one-half. The most important feature of this code as regards primary education was, however, the introduction of the system of payment by results, though elementary schools had still the option of receiving aid under the salary grant system. In practice the standards prescribed for result grants were found to be unduly high, and failure, even in a single subject, was held to disqualify for a grant, so that the rules remained practically inoperative. The general rules bore fruit, however, in greatly increasing salary and other grants, the number of schools aided having risen from 502 in 1864-65 to 775 in 1865-66, and the aggregate amount of grants from Rs. 89,802 to Rs. 1,16,876, distributed thus:—

Class of School.	1864-65.	1865-66.
	Rs.	Rs.
Mission . . .	51,145	64,924
Hindu Managers .	13,297	24,433
Others . . .	25,359	27,519

10. The following figures shew the progress made in Grants-in-Aid* during the next five years:—

GRANTS.

Year.	Salary.	Building.	Result.	Other.	Total.	Remarks.
	Rs.	Rs.	Rs.	Rs.	Rs.	*a* For eleven months only.
1866-67 .	1,21,272*	...	...	...	1,21,272	(*a*) Rs. 555—Scholarships, the balance furniture, prize, &c.
1867-68 .	1,61,194	7,421	788	(*a*) 3,465	1,72,868	(*b*) Rs. 2,056 do. do. do.
1868-69 .	2,11,532	3,641	23,863	(*b*) 6,595	2,45,631	(*c*) „ 2,649 do. do. do.
1869-70 .	2,60,317	29,254	41,404	(*c*) 6,161	3,37,136	(*d*) „ 1,969 do. do. do.
1870-71 .	2,47,587	29,097	85,761	(*d*) 2,046	3,64,491	

a Including grants for special education.

But, as already stated, the result rules remained nearly a dead letter, and as early as July 1866 Government called on the Director to revise them. The general rules were also objected to, and a Despatch of March 1866 from the Secretary of State stated that "under the (general) rules in force in Madras aid is limited almost entirely to the augmentation of teachers' salaries with the object of improving the quality of education." The Director pointed out that this was based on a misconception, as grants were also issued for scholarships, books, libraries, buildings and furniture.

A few minor modifications were made in the scheme for general grants that came into operation in 1865, but as a whole, that scheme remained in force up to the first of April 1880, when its place was taken by the present Code.

11. A new scheme for result grants was issued, and came into force from January 1, 1868. This scheme is that under which elementary education in the Madras Presidency received its first great development, it is therefore of historical value, and so is here given complete, as follows:—

SCHEME FOR GRANTS-IN-AID ON THE "PAYMENT FOR RESULTS SYSTEM."

SCHEDULE A.

STANDARDS OF EXAMINATION.

1ST LOWEST STANDARD.

(1).—*Vernacular Reading.* As in the 1st part of the 1st Book of Lessons in Tamil. The meanings of words to be given.
(2).—*Writing,* in a large hand, short words out of the Reading Book.
(3).—*Arithmetic.* Notation to thousands, easy addition, and the multiplication table to five times five. English is to be used in all cases.

2ND STANDARD.

(1).—*Vernacular Reading.* As in the 2nd part of the 1st Book of Lessons in Tamil, and the first twenty-five lessons of the 2nd Book. Explanation to be given.
(2).—*Writing,* from dictation, short sentences out of the Reading Book.
(3).—*Arithmetic.* Subtraction, multiplication, and division. The multiplication table to twelve times twelve.

3RD STANDARD.

(1).—*Vernacular Reading.* As in the 2nd Book of Lessons in Tamil generally, with explanation.
(2).—*Writing,* from dictation, in small hand, out of the Reading Book.
(3).—*Arithmetic.* Compound rules and reduction, with the ordinary weight, measure and money tables.
(4).—*Grammar.* Etymology, as in Pope's 1st Catechism of Tamil Grammar. Questions to be put in reference to the Reading Book.
(5).—*Geography* of the District in which the school is situated.
(6).—*English Reading.* As in the 1st Book of Reading of the Madras School Book Society, with explanation in a Vernacular.
(7).—*Writing,* in large hand, easy words from the English Reading Book.

4TH STANDARD.

(1).—*Vernacular Reading.* As in the 3rd Book of Lessons in Tamil, with explanation and paraphrase. The quantity to be brought up for examination to be equivalent to about half of the 3rd Book.
(2).—*Writing,* from dictation, out of the Reading Book.
(3).—*Arithmetic.* Moderately easy practical questions in vulgar fractions and simple proportion.
(4).—*Grammar* generally, as in Pope's 1st Catechism of Tamil Grammar, with application to the Reading Book.
(5).—*Geography* of the Madras Presidency, with a general outline of the Geography of Hindoostan. The knowledge required of the Madras Presidency to be such as may be obtained from the study of the "Short Account of the Madras Presidency" in connection with a Map.
(6).—*English Reading.* As in the 2nd Book of Reading of the Madras School Book Society, with translation of easy passages into a Vernacular.
(7).—*Writing,* from dictation, out of English Reading Book.
(8).—*English Grammar,* Etymology and the Syntax of simple sentences. Application to be made to the Reading Book.

SCHEDULE B.

Grants to pupils passed under the several standards.

	Vernacular.						English or extra Language.			
	1	2	3	4	5		6	7	8	
	Reading.	Writing.	Arithmetic.	Grammar.	Geography.	Total Rupees.	Reading.	Writing.	Grammar.	Total Rupees.
1st Standard	1	½	1	...	...	2½	...	...	...	...
2nd do.	1½	1	1½	...	...	4	..	...	...	...
3rd do.	2	1	2	1	½	6½	2	1	...	3
4th do.	3	1	3	1½	1½	10	3	1½	1½	6

(*a*). For English and Eurasian children, the English language may be taken as the vernacular; and, in the place of English as an extra language, one of the vernaculars of the Presidency—Tamil, Telugu, Canarese, Malayalum and Hindustani—may be brought up.

(*b*). In the case of girls' schools the grants will be 50 per cent. higher; and, in addition, a grant of Rupees 2 will be given for tolerably fair plain needle-work, and one of Rupees 4 for decidedly good work of the same description. A capitation grant of one Rupee a head will also be allowed, *as a tempor ary measure*, upon the average daily *attendance* during the year.

Special Regulations in connection with the system of "payment for results."

Only one examination within an official year will be claimable by a school; but, to meet the case of indigenous schools, half-yearly examinations* will, when practicable, be given to such schools, and half the prescribed annual grants will be issued upon the result of each examination.

2. To be eligible for examination, a pupil must have attended six months at the school in which he is reading; and, to count a month's attendance, a pupil must have attended at least 15 days in that month.

3. A pupil is not to be presented for examination under any standard who has already passed for that standard at another school.

4. Where the inspection of a school is made annually, a pupil will not be allowed to pass more than once under any standard, save the fourth or highest. For the fourth, a pupil will be permitted to pass twice at the same school.

5. Where the inspection of a school is made half-yearly, a pupil may pass twice for each of the 1st, 2nd, and 3rd standards, and four times for the 4th standard.

6. In the case of half-yearly examinations, the first may be made somewhat less severe than the second.

7. An application, in the annexed Form (C), must be made to the Inspector of the Division by the managers of a school seeking aid under the system of payment for results; and, at the same time, a copy of the application must be forwarded by them to the Office of the Director of Public Instruction. An application for inspection under this system, must reach the Inspector at least three months before; in the course of his ordinary tour, he will visit the District in which the school is situated. If this condition is not fulfilled, the Inspector will be at liberty, should his arrangements render it decidedly inconvenient for him to visit the school, to let the application stand over till the following year's tour. In this case, the Inspector is to send a Memorandum of the course pursued by him to the managers of the school, and a copy of the same to the Office of the Director of Public Instruction.

8. When the preliminary conditions are fulfilled, the Inspector will examine the children presented to him according to the standards specified by the managers of the school. After examination he will furnish the managers with a memorandum showing the pupils examined and passed under each standard, and the grant claimable in consequence. This memorandum is to be submitted to the Director of Public Instruction by the managers, with an application requesting that the sum stated by the Inspector to be claimable may be paid to them. On receiving the application and memorandum, the Director of Public Instruction will take immediate steps to pay the money.

9. Schools receiving aid under the salary grant system cannot claim assistance under the "payment for results" system, and *vice versa*.

10. All schools receiving aid under the system of "payment for results" will, similarly to schools under the salary grant system, have to furnish such returns and statements as may be called for by Government.

11. To pass at an annual examination for any head belonging to a standard, a pupil must secure one-half of the marks assigned by the Inspector to that head. The Inspector is at liberty, however, to allow a *small* deficiency under one head to be compensated for by superior proficiency under another.

* The Director of Public Instruction considers that now half-yearly examinations should be discontinued, and only annual examination be given to Results' Schools.—Proceedings of the Director of Public Instruction, dated 18th September 1872, No. 2026.

FORM C.

1	2	3	4	5	6	7	8	9
Locality.	Description of school.	Responsible Managers.	Number of Masters.	Average number of pupils during the last three months.	Average monthly expenditure for the last three months.	Average monthly fee collection for the last three months.	Probable number of pupils that will be presented to the Inspector for examination under each standard.	REMARKS.

We, the responsible managers of the above school, promise to comply with all the provisions of the Grant in-Aid rules, in case of our receiving a grant according to the system of payment for results.

The better adaptation of these rules to promote primary education by the system of payment-for-results soon became apparent, as will be seen from the following figures :—

YEAR.	Number of Schools Aided.	Number of Pupils.	Amount of Grant sanctioned.
			Rs.
1868-69	494	15,071	24,499
1869-70	1,065	30,891	50,578
1870-71	1,606	45,299	78,176

The rules, it may be noted, contain the special proviso that grants for girls were to be 50 per cent. higher than those for boys, while in girls' schools there was also a capitation grant on attendance.

Female Education.

12. The earlier reports do not treat female education separately, and from many of them the exact number of schools or amount of grants cannot be obtained, nor is it always possible to distinguish result from non-result grants, or to say how many of the girls returned were in female and how many in mixed schools. It has however seemed desirable to trace the progress of female education up to 1871 as far as can be done, and with this object the following statement has been prepared.

Number of Girls' Schools and Pupils, with Amount of Grants.

Year.	Schools.	Pupils.	Grants.	Remarks.
			Rs.	
1858-59	39	1,885	1,589	
1859-60	52	Not given separately for girls.		
1860-61	*a*	1,083	*a*	*a*. Not obtainable.
1861-62	*a*	4,132	*a*	
1862-63	26	1,362	..	
1863-64	70	2,728	5,628	
1864-65	75	3,114	3,851	
1865-66	139	4,176	5,617	
1866-67	75*b*	4,638	4,947	
1867-68	110	6,510	6,119	
1868-69	117	8,009	16,196	*c*. Of these 91 had middle departments, and one a high department.
1869-70	128	9,421	22,950	
1870-71	138*c*	10,185	25,682	

For the later years the figures are probably to be relied on, and they show a steady addition to numbers, and considerably increased aid from Government.

"Of the 10,185 girls returned in the report for 1870-71, 7,245 were in 138 Girls' schools, including seven in the Madras female Normal school, and 58 in the Sarah Tucker's female training institution at Palamcottah; 2,148 attended 289 "mixed schools," and 792 were under instruction in village boys' schools. English was studied by 2,810; Tamil by 5,788; Telugu by 1,397; Malayalum by 703; Canarese by 221; Tulu by 25; and French by 7. It may be remarked that 229 of the schools attended by girls were aided under the ordinary salary grant rules, 334 worked under the results' system, 4 were aided from other than educational funds, and 56 received no aid."

13. There had also been instituted under the rules of 1858 an Annual examination for schoolmistresses' certificates, and this gradually developed into a comparative examination for girls' schools, numbers of pupils being sent in who were mere children, with no training for teachers, and no intention of engaging in teaching. As supplying standards for schools the examination became a means of raising the quality of the teaching; it has also enabled a large number of young women to qualify themselves for honourable and remunerative employment, thus again acting on education by improving its agents. These examinations will be farther noticed in the history of the decade succeeding the period under review. The following figures record their development up to 1871.

b A number of Elementary Church Mission and S. P. G. schools in the south of the Presidency appear to have been omitted from the Report for 1866-67.

Candidate Mistresses.

Year.	Number.						
	Registered.			Passed.			
	I	II	III	I	II	III	
1862-63	3	7	17	...	3	5*	*During these three years the grades were not *quite* the same.—From 1865-66 the standards were uniform.
1863-64	...	3	18	...	1	2*	
1864-65	4	6	25	3	1	8*	
1865-66	1	1	38	0	0	18	
1866-67	0	9	54	0	2	20	
1867-68	2	10	14	1	3	5	
1868-69	5	12	21	2	7	7	
1869-70	11	5	59	2	7†	29	† Two of these *came up* for the first grade, but passed only for the second.
1870-71	18	26	97	4	8	29	

Madras Education Act of 1863.

14. Prior to the passing of Acts III, IV, and V of 1871 there had been only one Act in force in this Presidency, which provided for the development of education by supplying by local taxation the means for maintaining schools, more particularly those of an elementary character. This Act, VI of 1863, known as the Voluntary Education Act, was especially intended to give legal sanction and permanence to the Rajamundry schools mentioned in paragraph 4, which had for some time been maintained partly by Grants-in-Aid and partly by a quasi-voluntary cess. The Act provided a certain machinery for the collection of a rate, and for the management of the schools to be maintained by the rate. The rate was local, *i.e.*, confined to a particular village or to a small circle of villages. The managers were the division revenue officer, the Inspector, and the Deputy Inspector of Schools, and certain commissioners selected by the Collector in communication with the inhabitants. The Act, as already stated, failed, partly because the desire for improved education was not very real in many communities, and partly because the machinery of management provided was not suitable. The Act when it was finally cancelled by Acts III and IV of 1871 had been introduced into only nine districts, and no more than 104 schools were maintained from rates raised under it. Most of the schools were middle and not elementary, except in the Godavari district, whilst two were high schools. In Godavari itself the operation of the Act had reduced the number of schools from 100 to 48.

Government Institutions for general education at the close of 1870-71.

15. There were five Government colleges, two of them teaching up to the B. A. examination. Three out of the four provincial schools which existed in 1855-56 had been raised to the rank of colleges, *viz.*, those at Combaconum, Calicut, and Bellary, the first in 1866-67 and the two last in 1867-68. The provincial school at Mangalore, established in 1867, was made a second-grade college in 1869. The provincial school at Rajamundry still continued to be a high school. When these provincial schools were first established, it was intended that they should eventually be raised to colleges, to serve as central institutions for the several parts of the country in which they were located. The number of students in the collegiate departments was 288. The number of Government high and middle schools

rose from 7 in 1855-56 to 82 in 1870-71. The only Government primary schools were the 16 hill schools of Ganjam, and the Yenadi school in the district of Nellore. The total number of pupils in all the Government institutions was 10,089, of whom 12 were girls. The part taken by Government in primary and female education had thus been all but exclusively by means of Grants-in-Aid. The net expenditure of Government in its own institutions for general education rose from Rs. 95,704 in 1855-56 to Rs. 2,13,472 in 1870-71.

Private institutions for general education at the close of 1870-71.

16. The number of private colleges was 7, one of them, the Free Church Mission Central Institution—the present Christian College—being a first-grade college, *i.e.*, teaching up to the B.A. degree examination. This institution first sent up candidates for the B. A. examination in 1868-69, passing 5 out of a total of 40 successful candidates for that year. These seven colleges contained 151 pupils in the collegiate department. Three of them were located in Madras, the Free Church Mission Central Institution, the Doveton Protestant College, and the Sulivan's Gardens Seminary. The Church Mission Society had a college at Masulipatam, and the Gospel Society one at Tanjore. There was St. Joseph's College at Negapatam; and a school established at Coimbatore by a benevolent European gentleman, Mr. Stanes, and maintained originally by private subscriptions supplemented by fees and Government grants, had for the first time sent up candidates for the F. A. examination in 1868-69. The number of private high and middle schools for boys was 448 with 29,301 pupils. The number of primary schools for boys was 2,474 with 55,835 pupils. The number of mixed primary schools 264, containing in all 9,007 boys and 2,136 girls.

Training institutions at the close of 1870-71.

17. There were 8 Government Normal schools for training male teachers, with 188 students, and one for training female teachers with 7 students. The number of private institutions for training schoolmasters was five, with 206 students; and for training schoolmistresses one, with 58 students.

Distribution of institutions according to agency.

18. The following distribution of schools and colleges in the several districts in 1870-71, with reference to the agency by which they were managed, will throw light on the question as to how far other agencies had co-operated with Government. The statement also shews the comparative educational condition of each district:—

District.	Government Institutions for Boys.				Private Institutions for Boys.				Private Institutions for Girls.		
	Colleges.	High Schools.	Middle Schools.	Primary Schools.	Colleges.	High Schools.	Middle Schools.	Primary Schools.	High Schools.	Middle Schools.	Primary Schools.
Ganjam . . .	...	1	5	16	...	...	9	47	...	...	1
Vizagapatam . .	...	...	6	..	...	3	17	67	...	...	1
Godavery . . .	...	1	2	...	...	3	30	122	...	...	1
Kistna . . .	...	...	2	...	1	2	11	67	...	...	...
Bellary . . .	1	1	2	...	...	1	15	132	...	1	...
Cuddapah . .	...	1	...	...	...	...	8	183	...	1	...
Kurnool . . .	...	1	2	...	...	...	4	132	...	...	...
Nellore . . .	...	...	1	1	...	1	13	229	...	2	...
Madras . . .	1	2	1	...	3	14	25	24	1	28	8
Chingleput . .	...	...	6	..	...	1	5	143	...	7	...
South Arcot . .	...	1	9	...	...	2	12	193	...	3	2
North Arcot . .	...	1	5	...	...	...	28	154	...	3	...
Salem . . .	.	1	5	...	...	...	36	110	...	6	...
Tanjore . . .	1	1	6	...	2	6	45	45	...	13	...
Trichinopoly . .	...	...	1	...	...	2	32	33	...	4	...
Madura . . .	...	1	2	...	...	...	11	257	...	...	4
Tinnevelley . .	...	...	...	...	...	1	42	243	...	14	21
Coimbatore . .	...	...	6	...	1	1	37	345	...	...	...
Nilgiri . . .	...	...	...	...	...	...	3	...	...	1	...
Malabar . . .	1	1	3	...	...	2	35	145	...	6	2
South Canara . .	1	1	4	...	...	...	15	67	...	1	5
Total .	5	14	68	17	7	39	433	2,738	1	90	45

It appears from this table that Madras and Tanjore were far ahead of the other districts in higher education, and that primary education had reached its highest development in Coimbatore, Madura, and Tinnevelly. The only place in which a Government college existed by the side of an aided college was Madras; and the only towns where Government schools shared the work of education with aided schools were Bellary, Cuddalore, and Salem. In Bellary, the Wardlaw institution was established by the London Mission Society in 1838. The Director in his Report for 1870-71 says of it that it "possesses only a doubtful claim to its position as a higher class school." The Government provincial school at Bellary was established in 1855, presumably on the assumption that the educational wants of

the town were not adequately met by the London mission school. The Cuddalore provincial school was established, in 1853, and St. Joseph's school, Cuddalore, in 1868. The Government school at Salem was begun in 1857, and was in 1871 the only high school in that district. The London mission and town schools of Salem were established the former in 1869 and the latter in 1868, and they were both of them middle schools in 1871. In the town of Madras, there were two Government high schools, one attached to the Presidency College, and the other, the Madrasa-i-Azam, a special school for Musalmans.

University.

19. The University of Madras was incorporated by an Act dated 5th September 1857, "for the purpose of ascertaining by means of examinations, the persons who have obtained proficiency in different branches of literature, science and art, and of rewarding them by academical degrees as evidence of their respective attainments, and marks of honor proportioned thereunto."

The first entrance examination was held in September 1857, and the first examination for the degree of B. A. in February 1858. In 1863-64, an examination called the first examination in arts was interposed between the matriculation and B. A. examinations. The course for the B. A. degree extending over three years, candidates for the F. A. examination were allowed to go up one year after matriculating. But the interval between the matriculation and F. A. examinations was afterwards extended to two years, so that those who matriculated in 1869 could go up for the F. A. examination only in 1871. The compulsory subjects for the B. A. degree examination were English language and literature, history, pure mathematics, moral philosophy and a vernacular or a classical language. Candidates were allowed to choose one out of three alternative subjects, (*a*) mixed mathematics, (*b*) logic and mental sciences, *or* (*c*) physics, inorganic chemistry, physiology and physical geography. The subjoined statement shews that there was steady progress in the

Numbers passing the University examinations in Arts and Law.

Years.	Matriculation.	First Examination in Arts.	Bachelor of Arts.	Master of Arts.	Bachelor of Laws.	Master of Laws.
5 years ending in 1861 . .	155	...	21	...	4	...
5 years ending in 1866 .. .	780	149	41	...	12	...
5 years ending in 1871 . .	1,793	703	135	6	52	2
Total .	2,728	852	197	6	68 .	2

There were, besides, 8 bachelors of civil engineering, 2 bachelors of medicine and 1 doctor of medicine. Of the 2,728 candidates that matriculated up to 1870-71, 1,331 came from Government and 977 from aided schools, the remaining 420 were educated privately or in schools and colleges beyond the limits of the Presidency. Of the 852 that had passed the F. A. examination, 414 were from Government and 203 from aided colleges; and of the 197 Bachelors of Arts, 157 belonged to Government colleges against 12 from aided ones. The remaining 135 F. A. men and 28 B. A's., had been educated privately or were from colleges outside the limits of the Presidency.

Growth and development of the Grant-in-Aid System.

20. During the year 1855-56, sanction was obtained from the Supreme Government for spending Rs. 25,000 on Grants-in-Aid. This amount, it was contended by the Madras authorities fell far short of the requirements of the Presidency; and

it was estimated that Rs. 80,000 would not be in excess of the actual demand. The scale laid down by the Supreme Government, that the expenditure on Grants-in-Aid should be five per cent. on the annual educational expenditure of Government, with such additions as might be available from reductions in the direct expenditure of Government on education, might have suited the provinces of Bengal and Agra, for which the scale was primarily intended, but it was utterly unsuited to Madras, where the direct expenditure of Government on education was too small to admit of any reduction, and the educational operations of missionary societies were far more extensive than in any other part of India. The amount of grant sanctioned for 1860-61 was only Rs. 35,000, giving but a slight absolute increase on the grant for 1855-56.

But after 1860-61, the amount spent on Grants-in-Aid rose steadily, as shown in the following table, which gives the number of schools and colleges aided, and the aggregate annual grants during the years 1855-56, 1860-61, 1865-66, and 1870-71 :—

Year.	Number of schools and colleges aided.	Grant from Imperial funds.	Grant from the Educational Building Fund.
		Rs.	
1855-56	8	11,605	
1860-61	322	35,000*	
1865-66	896	1,16,876	4,725
1870-71	2,604	3,35,395	29,097

The allotment for education from Imperial funds was in 1870-71 nearly double that for 1860-61, while the amount spent on Grants-in-Aid in 1870-71 was about ten times as much as it had been in 1860-61.

21. The following table shows the growth in all essential particulars, except standard, of Government and non-Government general education for the period beginning with 1858 and ending with the 31st March 1871. Special education, including Normal schools, is excluded :—

Year.	Government.		Non-Government.		Total.		† Fee Receipts.		Gross Expenditure.		‡ Aggregate of Grants-in-Aid (excluding building grants.)
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Govt.	Non-Govt.	On Govt. Instns.	On Non-Govt.	
							Rs.	Rs.	Rs.	Rs.	Rs.
1858-59 . .	122	4,488	337	10,452	459	14,940	10,831	17,316	1,68,348	1,85,829	26,354
1859-60 . .	141	7,094	331	13,657	472	20,751	24,437	16,609	1,79,474	1,77,135	29,855
1860-61 . .	} ...	...	...	...	...	...	...	...	...	...	...
1861-62 . .	}										
1862-63 . .	131	5,974	678	18,805	809	24,779	29,346	37,925	1,93,091	2,05,104	38,116
1863-64 . .	121	6,650	754	20,095	875	26,745	28,216	31,898	2,06,348	2,46,686	50,642
1864-65 . .	110	6,310	873	23,844	983	30,154	29,115	84,843	2,07,396	3,48,617	81,627
1865-66 . .	109	6,825	1,152	29,907	1,261	36,732	48,838	68,784	2,10,432	3,96,466	1,16,876
1866-67 . .	106	7,039	1,280	28,910	1,386	35,949	48,678	75,704	1,92,756	4,90,718	1,32,295
1867-68 . .	115	9,074	1,572	51,640	1,687	60,714	72,614	1,14,873	2,26,827	5,98,101	1,54,353
1868-69 . .	117	9,390	2,304	75,298	2,421	84,688	67,730	1,56,894	2,55,355	7,38,416	2,29,921
1869-70 . .	116	8,854	3,018	94,399	3,134	103,253	73,463	2,45,116	2,59,065	10,06,600	2,96,424
1870-71 . .	119	9,166	3,360	103,610	3,479	112,776	75,869	2,51,569	2,65,139	10,39,034	3,35,395

* This is the amount that was available: that paid is not ascertainable.

† Including special institutions. The returns do not distinguish between 'General' and 'Special' fees.

‡ For General education only.

The enormous development of non-Government as compared with Government education is here made very palpable. The number of—

Government schools *fell* from . . .	122 to 119
Non-Government schools *rose* from . .	337 to 3,360

The number of pupils—

In Government schools *rose* from . .	4,488 to 9,166
In Non-Government schools *rose* from .	10,452 to 103,610

The fee receipts are very remarkable. In 1858-59, four thousand five-hundred Government pupils paid Rs. 10,800, while, in 1870-71, a little over nine-thousand paid seven times as much. In non-Government schools, in 1870-71 about eight times as many pupils (as in 1858-59) paid about fifteen times as much in fees, the average fee payment would thus appear to have nearly doubled in non-Government schools, while in Government schools it was about three and a half times as high. The lower increase in non-Government schools was due to the fact that the great majority of such schools are of the primary class. In non-Government schools of a higher class the increase would have been greater in proportion than in Government schools. See the Director's remark on the same point on page 46.

The aggregate of grants rose from Rs. 26,354 in 1858-59 to Rs. 3,35,395 in 1870-71, while the total expenditure on non-Government schools had in the same period risen from Rs. 1,85,829 to Rs. 10,39,034. Thus, while the total expenditure in non-Government schools has increased six times, Grants-in-Aid had been so much more liberally given that their aggregate amount had become twelve times as great. The percentage borne by the Grant-in-Aid to the total expenditure from other sources than the grant itself on non-Government education rose from 16·5 in 1858-59 to 45·6 in 1870-71. In other words, nearly one-third of the cost of education in non-Government schools was paid by Government as a Grant-in-Aid in 1870-71.

Net Educational Expenditure.

22. The following statement is intended to shew the net expenditure of Government on education under certain major heads:—

Year.	1 Direction and Inspection.	2 Government Institutions for General Education.	3 Government Institutions for Special Education.	4 Grants-in-Aid (General and Special).	5 Miscellaneous.	6 Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1855-56 . .	61,396	95,704	91,485	11,605	4,707	2,64,897
1860-61 . .	1,31,200	3,13,900		35,000	45,900	5,26,000
1865-66 . .	1,23,953	1,76,375	1,52,301	1,16,876	10,943	5,80,448
1870-71 . .	1,71,927	2,13,472	1,76,020	3,35,395	36,216	9,33,029

Year.	Percentage of 1 to 6.	Percentage of 2 to 6.	Percentage of 3 to 6.	Percentage of 4 to 6.
1855-56 . .	23·2	36·1	59·7	34·5	4·4
1860-61 . .	25				6·6
1865-66 . .	21·3	30·4		26·2	20·1
1870-71 . .	18·4	22·9		18·9	35·9

The *absolute* cost of direction and inspection was about trebled in the course of fifteen years, but its *proportion* to the whole educational expenditure fell from 23·2 to 18·4 per cent. The increase of absolute cost was due to increased agency. In 1855-56 there were three Inspectors with a very limited staff of subordinates: in 1860-61, there were five Inspectors, one Special Deputy Inspector in charge of Malabar and Canara, and eleven other Deputy Inspectors. In 1870-71, there were 6 Inspectors, 19 Deputy Inspectors, 31 Inspecting Schoolmasters, and one Superintendent of Hill schools.

The next point of importance brought out by the statement is the gradual falling off in the percentage of Government expenditure on direct education. Taking general education only, it is seen that the expenditure on direct Government institutions fell while for aided ones it rose, the percentages being as follow:—

	1855-56.	'60-'1.	'65-'6.	'70-'1.
Government .	36·1	[not given]	30·4	22·9
Aided . .	4·4	6·6	20·1	35·9

To put it simply, in 1855-56 Government spent on its own schools Rs. 36 against Rs. 4½ on aided ones; while in 1870-71, it spent Rs. 23 on its own schools against Rs. 36 on aided ones. These figures show that the principles enunciated in the quotations on page 11 had not been lost sight of.

General Remarks and Recapitulation.

23. The preceding figures and statements furnish an answer to the question,—to what extent the objects indicated in the several despatches from the Secretary of State had been attained up to 1870-71. One important object of the Despatch of 1854 was to divert the efforts of Government from the education of the higher classes, upon whom they had up to that date been too exclusively directed, and to turn them to the wider extension of education among all classes of the people. Government did but little directly in providing primary instruction for the masses, but out of 3,360 private institutions for general education that existed in 1870-71, no fewer than 2,738 were primary schools for boys; and the report for 1870-71 gives 2,204 as the number of aided schools other than those under the Madras Act. This Act was intended to provide elementary education for the masses, but it failed in a signal manner.

24. The Despatch requires that schools, whether Government or aided, should exist in regular gradation, from those which give the humblest elementary instruction to the highest colleges. As regards schools in regular gradation, the insufficiency of the provision for primary education has been already commented on. Seven districts out of twenty-one had colleges, Madras and Combaconum having first-grade colleges; and Kistna, Bellary, Tanjore, Coimbatore, Malabar and South Canara second-grade ones. There were 53 high schools distributed among 20 districts, and the only district not provided with a high school was the Nilgiris. Middle and primary schools existed in all the districts, Tanjore having the largest number of middle schools—51—and Coimbatore the largest number of primary schools—345.

Scholarships.

25. No comprehensive system of scholarships, similar to that sketched out in the Despatch of 1854, has, even up to the present day, been put in force in the Madras Presidency. The great bulk of the expenditure on this head has always been in connexion with professional training, either in Normal schools or in the Medical and Civil Engineering Colleges. In the year 1862, ten Government scholarships of the value of Rs. 10 per mensem each were awarded on the results of the matriculation examination. These scholarships were tenable for three years in any

institution educating its pupils up to the standard of the B.A. degree examination. During the year 1865, the number of these scholarships was raised from 10 to 15, and with a view to incite scholarship-holders to secure a place in the higher class in the F.A. examination, any scholarship-holder taking a place in the first class of the first examination in Arts had an addition of Rs. 5 per mensem made to his stipend during the concluding two years of his preparation for the B.A. examination. The total Government expenditure on scholarships for general education during 1870-71 was Rs. 7,949. There were, besides, 15 scholarships in all at the Presidency college and the provincial colleges of Combaconum and Calicut, paid out of private endowments. The aggregate value of these scholarships was about Rs. 1,400, and they were all held in collegiate classes. In non-Government colleges also, there were a few scholarships, though full statistics on the point are not accessible.

The Vernacular Languages.

26. The Despatch of 1854 lays stress on using the vernacular languages as the media of instruction, while it allows the teaching of English whenever there is a demand for that language. This requirement has to a large extent been satisfied by the exclusion of English from the two lowest of the standards for results-grants, and by insisting on the pupils of the three lowest classes of Government schools being taught subjects like history, geography and arithmetic through a vernacular medium.

Female Education.

27. Up to 1870-71, nothing had been done directly by Government in the matter of female education except the establishment of a female Normal school, in December 1870. The progress of female education under agencies aided by Government had not, however, been inconsiderable, as shown in some detail on pages 17 and 18; and it may be inferred that the Government of Madras had extended to native female education that 'frank and cordial support' which the Despatch of 1854 heartily approved of. It goes without saying that but a beginning had as yet been made. According to the census of 1871, of the Native Christian females of school-going age only 1 out of 10, and of Hindu females only 1 out of 509, had received any education. Out of a population of 1,880,720 Muhammadans, very few girls had received instruction in schools.

Muhammadan Education.

28. The only point remaining to be noticed is the condition of Muhammadan education at the end of the period under review. In the town of Madras there were three schools specially for Muhammadans, two Government, *viz.*, the Madrasa-i-Azam, and the Mylapore Middle school; and one aided, the Harris' school. The total number of Muhammadan boys under instruction throughout the Presidency was 4,301, which gives 1 to every 33 Muhammadan male children of school-going age. So far as the *ratio* is concerned, this is more satisfactory than the ratio in the case of Hindu boys; but a very false impression of the relative progress of education among the two communities would be created by merely comparing these ratios and drawing conclusions therefrom. A very large majority of the Muhammadan boys belonged to the primary classes. Few of them were to be found in the middle school classes, and fewer still in the matriculation class; and a Muhammadan student in a college class was quite a rarity. During the fourteen years that the University had been holding its several examinations, only 41 Muhammadans passed the matriculation examination, five the F.A. and none the B.A. examination. The numbers that had gone up for the lower University examinations,—181 for matriculation and 41 for the first examination in Arts—are not more encouraging.

II—(2).

A STATEMENT OF THE PROGRESS OF EDUCATION DURING THE PERIOD FROM THE 1ST APRIL 1871 TO THE 31ST MARCH 1881.

In considering the history of education during these ten years, it will be convenient to begin with a brief notice of the Legislation affecting it and the rules under which aid was administered.

2. The plan of supplementing Imperial grants by local taxation for local purposes had already been adopted, and successfully worked in certain directions, in the Madras Presidency, under Acts providing by local taxation for the formation and maintenance of roads and for the conservancy of the principal towns. This scheme had only to be expanded, which was done by Act IV of 1871 or the 'Local Funds Act,' in which funds were provided for the maintenance of elementary schools either wholly or by means of Grants-in-Aid, for the inspection of schools, for the training of teachers and for the construction and repair of school-houses. Any district or part of a district to which the Act might be applied was to be called a 'local fund circle.' Each board was to contain three or more non-official members, and an equal or a smaller number of official members including the Collector, who was to be *ex-officio* president of every board in his district. The vice-president might be any member selected by the President. The entire executive power was vested in the President. Government reserved to itself the power of appointing local committees for the management of schools, dispensaries, &c., but such committees were to act in subordination to the Boards. It has been the practice for the Presidents to consult the Inspectors of Schools regarding educational appointments.

Madras Local Funds Act IV of 1871.

3. One of the taxes leviable under this Act was a house-tax, which was specially intended for educational purposes. There were four funds, denominated Road, endowment, union and general funds. Villages, groups of villages, or townships, in which Government might direct the imposition of the house-tax were called 'Unions.' The proceeds of the house-tax together with the school fees, &c., were to be designated 'union funds.' The union fund was to be applied in the first instance to defray educational expenditure. The rate schools under Act VI of 1863 were transferred to the boards. The levy of school fees was left optional. Aid might be given on either the salary or the results system. Any private school of the lower class, in which 30 per cent. of the pupils had, for two consecutive years, qualified for results grants was to be constituted a 'union' or 'local fund' school, unless the inhabitants desired to establish a school on the salary grant system. All proposals regarding such schools were to go to the Board of Revenue through the Director of Public Instruction, and the Divisional Inspector was to be allowed an opportunity of expressing his opinion. Two-thirds of the salaries and travelling allowances of the Deputy Inspectors of Schools was to be charged against local funds, while the cost of any addition to the staff and all charges for Inspecting schoolmasters were to be met entirely from Local Funds. Inspecting schoolmasters and masters of local fund schools of the higher and middle classes were declared eligible for pension.

4. Act III of 1871 provided for towns what Act IV had done for rural districts. There is, however, one essential difference, namely, that while Act IV imposes a special tax for educational purposes, Act III simply lays down that municipal funds shall be applicable to the support of education.

Act III of 1871.

Madras Municipality.

5. For the Madras Municipality Act V of 1878 limits the responsibilities of the municipal commission to aiding schools for the education of the poor, but it gives no definition of poverty.

Working of the Local Funds and Towns Improvement Acts.

6. The administration of these Acts has been affected by various Government Orders. The Acts left undefined, except for the town of Madras, the description of education to which municipal and local funds were applicable. Government in April 1871 explained that, as a rule, these funds were to be applied to elementary education. The exceptions allowed were the rate schools of the higher and middle classes established under Act VI of 1863, medical and technical institutions. Under these exceptional provisions, local fund boards and municipalities had charge, in 1871-72, of two high schools and 76 middle class schools. The number of elementary schools, maintained by local fund boards and municipalities was 185. Of these the two high schools, 60 middle class schools and 47 elementary schools had previously been rate schools. The small increase in the number of middle class schools, as compared with the very large increase in the number of elementary ones, shews that the principle of applying the funds chiefly to purposes of elementary education was fairly adhered to.

7. As all results grants to lower class schools were made payable from municipal and local funds, it became a matter of considerable importance to draw a clear and precise line of demarcation between middle class and lower class schools; and Government ruled that the third results standard, inclusive of English, should be the superior limit of instruction in a lower class school.

8. The cost of all Government Normal schools was originally intended to be borne by local and municipal funds, but this intention was only partially carried out and that for a brief interval of time.

Abandonment of the House-tax.

9. The house-tax was found to have caused much discontent and opposition, and in March 1873 Government resolved that, where it had been already imposed, it should cease with the end of the official year 1872-73, and that no new unions should be formed for the purpose of imposing the house-tax. A necessary consequence of this order was that the union schools already sanctioned and maintained would be left unprovided with funds. To remedy this, Government assigned a special grant from provincial funds; and by making education a first charge on the one-third land cess, and relieving local funds of all charges for Deputy Inspectors and Normal schools, a total of about 8½ lakhs was made available for education, and Government remarked as follows:—

"The Government have reason to believe that for the present this will suffice to allow of the schemes that have been matured being carried out. The Government trust that hereafter means may be found for affording far more extended encouragement to elementary education from State funds than has hitherto been given, and thus a more near approach may be made to the policy laid down by the Home Government and the Government of India that State expenditure on education should be mainly in the direction of helping those who most need help."

As bearing on this, the Director writes:—

"It was not the original intention of Government that Local funds should benefit at the expense of Provincial funds; but such has practically been the case, for whilst Provincial funds have borne the charges above enumerated (of Deputy Inspectors, Normal and Female schools, &c.,) since 1874-75, with a few exceptions Local Boards have not expended more than 50 per cent. of the revenue which they were expected to expend on the development of elementary education.

It must not, however, be forgotten that during three out of the seven years which have elapsed since the changes narrated were introduced have been years of distress among the agricultural population. Nor, what is still more important from certain points of view, that in 1876-77 the Government withdrew from local fund boards the contribution which they had hitherto received from Provincial funds for local trunk lines of road. Nor again, that in some districts, the demand of the people has been rather for hospitals and public conveniences than for schools, and thus funds which would have gone to education have been diverted to objects perhaps even more important in the present state of the country than elementary education, though unquestionably much more might have been effected towards its spread amongst the people had local boards worked with greater system, and proper provision been made for inspection and the education and training of village teachers. A great change is, however, now coming over district administration in these respects."

10. Mr. Howell says of the Madras Education Acts :—

"Their main feature is that it recognises the all-important principle of working through the people in small areas or districts, and that it constitutes in each a local funds board composed of official and non-official residents, similar in character to those contemplated in the English Education Act 1870, and with somewhat similar powers and responsibilities."

11. Of the practical working the Director of Public Instruction in Madras wrote in 1881 :—

"So far as I am aware, committees for the management of schools have not been appointed, but in a few towns the duties of the Commission in regard to education have been entrusted to a single member of the Commission especially interested in education work. A few of the old rate schools, however, continued under the management of Committees for some time. Here and there in a town or village a few of the leading inhabitants, or a leading inhabitant, will connect themselves with an elementary school in the capacity of managers, but such instances are rare. To all intents and purposes, except so far as the elementary classes attached to superior schools are concerned, the natives of South India take no part in either controlling or supervising primary schools. Of course indirectly as municipal commissioners and members of local fund boards they are concerned with elementary education. This position can hardly be regarded as one of control and supervision, but of administration only."

Grant-in-Aid Rules, and policy of Government.

12. It has been already noted that the salary grant system had been settled in 1865 and the results grants system in 1868. The rules had subsequently been objected to by the Secretary of State, and those for results grants were modified with a view to meet some of these objections, but the salary grant rules were allowed to remain in force for some years longer, with slight modifications relating to building grants, wages of servants and contingencies. In 1873 Government announced their intention to employ for purposes of elementary education some portion of the funds hitherto devoted to higher education, and called upon the Director to suggest ways and means as to how this object could be best effected. Mr. Powell proposed the reduction of salary and other ordinary grants, and the remodelling of Government middle class schools. It was pointed out by him that higher class schools in favourable localities were fast becoming, with the Government grant, self-supporting. He advised that the salary grants to trained teachers should be diminished from one-half to one-third, and to certificated but untrained teachers from one-third to one-fourth, and that no grants should be given to uncertificated teachers.

13. The succeeding Director, in May 1875, suggested that some savings might be effected in the grants to higher and middle class schools by reducing the rates of salary grants, and by having a scale of grants for untrained teachers lower than that for trained teachers, but went on to observe that—

'Although it is probable that the changes proposed will effect some immediate reduction in the Grant-in-Aid expenditure on higher and middle class schools, it will be necessary, if Govern-

ment wish to secure the savings thus produced for elementary education, to declare either that no fresh grants shall be made on account of higher or middle class schools or that they shall be made by transfers from schools which now receive them to other schools which are as yet unaided. Practically, a limit of this kind has been set for some years on Grant-in-Aid expenditure in the town of Madras; and the educational position of the Tanjore district would, perhaps, justify a similar restriction there. But in the greater part of this Presidency there is still so much to be done that I should hesitate to recommend any such measure with regard to the other districts.

* * * * *

"In this Presidency a school which has once secured a grant retains it for an indefinite period, and as has been often pointed out in the annual reports, a very large portion of the amount available for grant-in-aid is spent in the town of Madras. It seems very doubtful whether this expenditure can be regarded as altogether justifiable."

14. After long discussion, carried on by the Government, the Director, the representatives of mission education and the presidents of local boards, the salary grant rules now in force were sanctioned, towards the close of 1879-80; but their provisions do not come fully into operation until the 1st April 1883.

They *were* to have taken effect from 1882, but the later date was conceded by Government on representations referred to in the following quotation from the Director's report for 1880-81, and it seems not impossible that some further modification will be made :—

"The code should come into force in its entirety on the 1st April 1882 when the third and fourth grants sanctioned tentatively in 1880 will cease, and the grants to teachers will be fixed at one-third, one-fourth or one-fifth according as the teachers hold Normal, ordinary or general education test certificates. A memorial from the executive missionary committee is now before me. It points out the difficulties which the aided schools are encountering generally from the application of the provisions of the new code, the paucity of teachers holding superior Normal and ordinary certificates, and the inexpediency of dispensing abruptly with the services of teachers of long standing and experience on the score of their possessing merely general education certificates or no formal certificates of any kind, and it prays that the relaxations[a] sanctioned in the Notification of the 16th February 1880 in favour of teachers in receipt of grants on the 31st March 1880 may be continued to them and that certain modifications may be sanctioned in the proportion of grants. This memorial on which I have received the opinion of the Inspectors, will be placed before Government shortly with my report, but I feel, considering the double retrenchments which aided schools underwent in 1879 and 1880, and which deprived them of half a lakh of rupees last year, that any further material reductions are not expedient, more especially so long as the rates of fees sanctioned in 1877 remain unchanged. In the town of Madras I would note that the salary grants paid from provincial funds fell from Rs. 90,873 in 1878-79 to Rs. 76,820 in 1879-80 and to Rs. 60,574 in 1880-81, a retrenchment of about Rs. 30,000."

Revised rules for results grants were sanctioned in May 1877. These latter raised the standards in some respects, and reduced the rates by one-third. This reduction was based on the belief that masters and managers were able to make a profit out of the grants even without levying fees, and that the pupils insisted on being taught gratuitously, and even on being subsidized for attending the inspection. The very great decline in the numbers of scholars and schools in 1877-78 and 1878-79 was due partly to the famine and distress that prevailed, but partly also to the stringency of the rules. The South Indian Missionary Conference forwarded a memorial to Government, in June 1879, suggesting some material alterations; and after further discussion, the rules now in force were issued. By these the standards were again lowered, and the old rate of grants was restored.

The complete Code of rules now in force will be found at the end of this Report.

15. The following statement is designed to show the fluctuations during the decade in salary grants in the different parts of the country. It may be desirable to preface the table with the information that, for its educational administration, the Presidency is divided into six divisions, numbered from one to six, beginning from the north-east, as follows :—

[a] Giving one-third and one-fourth grants till 31st March 1882, to teachers who had been drawing one-half and one-third grants respectively.

Educational Divisions.

First.	Second.	Third.	Fourth.	Fifth.	Sixth.
Districts. { Ganjam. Vizagapatam. Godaveri.	Kistna. Cuddapah. Kurnool. Bellary.	Nellore. Madras (town.) Chingleput.	N. Arcot. S. Arcot. Salem. Trichinopoly.	Tanjore. Madura. Tinnevelly.	Coimbatore. Malabar, S. Canara. Nilgiri.
Pop. 5,831,747	4,720,517	2,612,006	6,751,445	6,008,876	5,042,072

Statement of Salary Grants actually paid in each of the last ten years in each Educational division.

Year.	First Division.	Second Division.	Third Division.	Fourth Division.	Fifth Division.	Sixth Division.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1871-72 . .	29,038	11,531	1,00,046	45,030	27,144	10,939	2,23,728
1872-73 . .	31,399	13,377	1,00,908	45,046	28,921	15,057	2,34,708
1873-74 . .	31,861	14,800	99,908	40,384	28,791	19,186	2,34,930
1874-75 . .	29,241	7,140	98,994	38,019	28,289	2,838	2,04,521*
1875-76 . .	28,001	7,103	1,01,001	37,488	28,565	4,910	2,07,068
1876-77 . .	27,238	7,687	1,00,454	37,515	28,214	4,865	2,05,973
1877-78 . .	16,271	13,984	1,04,714	18,189	46,237	11,962	2,11,357
1878-79 . .	18,015	12,644	1,04,951	18,705	47,126	11,639	2,13,080
1879-80 . .	18,108	12,130	89,255	17,722	44,326	9,580	1,91,121
1880-81 . .	14,696	10,012	70,268	13,449	35,328	9,952	1,53,705

The ten years must be divided into two groups before any comparison except of totals, can be made, as in June and July 1877 there was a re-arrangement of the educational divisions; but each remained unchanged from 1871-72 to 1876-77, and again from 1877-78 to 1880-81. The changes in 1877 involved the reduction in area of the first division, which up to that time included Kistna; and the increase in size of the sixth division by the addition to it of Coimbatore. Among the other four divisions there were interchanges only.

Looking at the totals, it will be seen that the grants reached the maxima in the second and third years of the decade, while the decrease since 1878-79 has been great, from Rs. 2,13,080, first to Rs. 1,91,121, and then to Rs. 1,53,705.

Taking the first six years, there was a slight falling off in the first division, and a very large decrease in the second and sixth; while the third and fifth each show a small advance. The fourth exhibits rather a large falling off. For the last four years every division shows a decline, particularly the third and fourth.

Of the third division the Director wrote as early as in the Report for 1871-72: "The disproportionate share of the salary grant expenditure absorbed by the third division, mainly for schools in and close to Madras, has been often noticed, and new grants are not ordinarily given now in Madras to any but female and pauper schools. In one of the Madras schools the Government grant and the fees left the trustees a considerable surplus. This and other similar facts seem to indicate that at the Presidency the time has come for reducing the proportion of aid given by the State from one-half to one-third."

* The great fall in 1874-75, especially in the second and sixth divisions, is thus accounted for in the Report for that year:—"The decrease is purely a matter of account, as it arises from Local Fund and Municipal schools being in this Report, for the first time, treated as Government schools"—the expenditure on such schools would therefore have been entered as expenditure on Government schools instead of as Grants-in-Aid.

From the beginning of 1879-80 individual reductions, aggregating more than Rs. 20,000, came into force in the following institutions :—

Free Church Institution, Madras.
Patcheappa's High School, Madras.
S. P. G. High School, Vepery, Madras.
Church of Scotland Mission School, Madras.
London Mission School, Madras.
Wesleyan Mission School, Madras.
Hindu Proprietary School, Madras.
Govindu Naidu's School, Madras.
Free Church Mission Branch School, Madras.
Town School, Combaconum.
S. P. G. College, Trichinopoly.
„ „ Tanjore.
Coimbatore College.

The first and the three last were, it will be observed, colleges. Of the remaining nine, eight were high schools, and one—Govindu Naidu's—was a middle school. Nine of the thirteen were in the town of Madras. With one exception, the reductions affected collegiate and high school education, and were therefore in accord with that part of the policy of the Madras Government announced in 1873, as noted in para. 12, which contemplated the reduction of the expenditure on higher education. The complement of the reduction was to be the employment of the funds so saved on elementary education. The 'Report on elementary education' gives the following figures:—

Expenditure from Provincial Revenues on Primary Education.

1879-80	In Government schools	Rs. 82,129	Rs. 189,557
„	„ Private „	„ 1,07,428	
1880-81	In Government schools	„ 75,925	Rs. 183,359
„	„ Private „	„ 1,07,434	

There would seem from these figures to have been a reduction of expenditure on elementary education amounting to Rs. 6,000, instead of an increase, the reduction having been in Government schools, and due, we believe, to the abolition of primary classes in the higher class schools. The amount of aid from Provincial funds to private primary education thus remained stationary.

A brief quotation from a letter to Government by the present Director, dated May 1881, will show clearly the avowed objects of the retrenchments and the extent to which they have been met:—

"The objects for which the reductions were made were of two kinds, the first definite, *viz.*, the increased grant to the Church of Scotland school, Vellore, and the appointment of an Inspectress of girls' schools; the second indefinite—building grants to aided schools and new grants to girls' schools...Comparatively small demands for additional aid were made;" and, the Director continues, "I regret to say the savings, aggregating about Rs. 40,000 have been more than swallowed up by the increased cost of Government agency...With the exception of the expenditure on the Inspectress of girls' schools, the savings effected have gone to meet increased expenditure on State agency, and not for promoting the special or general objects, with one exception, which the Government had in view when it sanctioned the first reduction, and subsequently sanctioned the lower rates of aid to private institutions in the revised Grant-in-Aid Code."

At this point, it is essential to a correct understanding of the position, for it to be noted that, in the Madras Presidency, all aid to primary education is made a special charge on local and municipal funds. Provincial funds could therefore be spent on it only by the establishment of Government Primary schools.

The amount paid from local and municipal funds is shown in para. 30.

16. It will be convenient here to give a statement for results grants, to supplement the preceding one for salary grants. The two together will show all aid given by Government, by local fund boards and by municipalities.

Statement shewing the progress of Results Grants.

Year.	1st Division.	2nd Division.	3rd Division.	4th Division.	5th Division.	6th Division.	Total amount sanctioned.	Amount actually paid			
								From Provincial Funds.	From Municipal Funds.	From Local Funds.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1871-72 . .	17,168	10,639	13,181	21,832	26,409	13,918	103,147	23,930	12,112	56,165	92,207
1872-73 . .	23,424	15,164	18,768	31,800	37,614	19,307	146,077	21,274	18,644	98,940	138,858
1873-74 . .	28,960	19,078	30,896	42,361	58,727	25,726	205,748	36,179	27,511	126,715	190,405
1874-75 . .	34,426	23,436	40,817	43,848	73,924	37,464	253,915	48,397	26,221	123,303	197,921
1875-76 . .	39,522	19,332	43,660	47,471	89,500	43,346	282,831	53,820	33,009	170,469	257,298
1876-77 . .	56,388	23,688	48,659	52,588	94,367	32,228	...	69,881	33,294	204,743	307,918
1877-78 . .	35,998	23,821	32,814	48,192	93,847	45,268	...	67,329	34,427	178,184	279,940
1878-79 . .	25,385	15,417	17,969	25,530	66,587	23,969	...	50,078	20,241	104,538	174,857
1879-80 . .	28,003	19,048	21,390	25,031	54,669	28,617	...	56,357	21,104	99,297	176,758
1880-81 . .	29,014	29,445	36,007	47,297	82,367	35,236	...	67,827	32,109	159,430	259,366

The figures for the six divisions give for the first five years the grants sanctioned, and for the next five years the grants actually paid.

17. The following statement shows the advance in the number of schools and scholars on the whole and for each great section of the population for the last ten years:—

Years.	Schools (aided and unaided).	Scholars.					
		Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Total.
1871-72 . .	5,124	5,175	13,246	111,224	5,531	16	135,192
1872-73 . .	7,415	4,856	15,086	162,149	9,843	120	192,054
1873-74 . .	8,855	5,264	17,265	191,272	15,503	1,526	230,820
1874-75 . .	9,820	5,096	19,369	209,705	19,158	2,409	255,737
1875-76 . .	10,674	5,526	21,777	232,366	21,806	3,005	284,480
1876-77 . .	10,480	4,724	21,469	237,408	20,653	3,694	287,948
1877-78 . .	9,523	4,880	22,387	207,417	18,008	3,117	255,809
1878-79 . .	9,274	4,916	23,321	191,115	16,576	1,910	237,838
1879-80 . .	10,533	5,317	27,274	214,811	18,777	2,200	268,379
1880-81 . .	12,878	5,730	29,080	268,139	22,075	2,784	327,808

On this the Director makes the following remarks:—

"In the annual returns of 1871-72 to 1874-75 the departments of institutions were not treated as separate schools; but in the above table they have been treated as such for the purpose of comparison. It is worthy of notice that the number of schools has risen by over 150 per cent. during the space of ten years. The increase would have been greater had not the steady advance of education been retarded by the famine of 1877-78 and 1878-79 and the changes in the results rules.

"The attendance increased during the decade by 142 per cent. The classes of the community from which the scholars came shew that the Hindu and Native Christian elements have more than doubled during the period, while the Muhammadan element has nearly quadrupled, which is very satisfactory. The increase under "Others" is nominal, the Pariahs having been treated apparently as Hindus in the returns of the earlier years. The small number of children of the lowest castes reading in schools is deplorable, and shews how true the statement is that the present educational system has hitherto failed to reach the lowest classes of the population, the very classes for which in Europe popular elementary education is more especially designed. The classes who are taking advantage of schools, public and private, throughout the country, are the well-to-do classes hitherto in the main grossly ignorant, and not the masses of the labouring population, except to a very small extent in Tinnevelly, Malabar and Madras."

18. The four great classes of institutions in the Madras Presidency, according to their maintenance and management, are—

(*a*) Government.
(*b*) Local Fund and Municipal.
(*c*) Private aided.
(*d*) Unaided, but under improvement and inspection.

The following statement shows the progress under each of these heads during the decade :—

Distribution of Schools and pupils under Classes.	1871-72.		1872-73.		1873-74.		1874-75.		1875-76.		1876-77.		1877-78.		1878-79.		1879-80.		1880-81.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Government	118	9,347	123	9,363	130	10,003	137	10,675	130	11,100	131	10,317	131	10,993	248	11,279	260	11,304	251	11,668
Local Fund and Municipal	...	...	...	...	5,646	172,978	576 / 5,520	19,292 / 171,039	754 / 5,081	26,808 / 159,146	984 / 5,732	33,009 / 179,551	804 / 5,424	26,903 / 166,146	922 / 4,703	29,688 / 137,201	1,268 / 4,853	39,765 / 144,167	1,177 / 6,078	39,553 / 178,609
Private aided	2,904	98,315	4,537	142,341																
Unaided but Inspected	1,379	27,530	2,120	40,350	2,439	47,339	2,918	54,731	4,271	87,426	3,278	65,701	2,784	51,767	3,401	59,670	4,162	73,143	5,372	97,978
TOTAL	4,401	135,192	6,780	192,054	8,215	230,320	9,151	255,737	10,236	284,480	10,121	287,948	9,143	255,809	9,274	237,838	10,533	268,379	12,878	327,808

NOTE.—Previous to 1874-75 Local Fund and Municipal schools are not shown. Also in the earlier years Departments were not counted separately.

19. The progress made in *each grade* of education is seen from the following:—

	No. of Institutions.		No. of Pupils.		Remarks.
	For Males.	For Females.	Male.	Female.	
Arts Colleges.					
1870-71	12	...	439	...	
1880-81	24	...	1,521	...	
For Secondary Education.					The apparent decrease is due to more accurate classification.
1870-71	601	104	19,927	2,953	
1880-81	480	40	19,953	415	
For Primary Education.					The actual increase here will be less than the apparent. *Vide* note above.
1870-71	3,451	119	82,897	7,708	
1880-81	11,793	500	2,72,619	31,790	

It would appear from these figures that, while collegiate and primary education advanced, secondary retrograded. We believe, however, that greater correctness in classification is the true explanation of this. In the earlier years there was no definite standard by which schools were classed; and there were ranked as 'middle' what were really primary schools. The most noticeable feature is the great advance of primary education, from 3,451 boys' schools with 82,897 pupils to 11,793 schools with 272,619 pupils—while 119 girls' schools with 7,708 pupils had increased to 500 schools and 31,790 pupils.

20. The following table shows the percentage to total educational expenditure of that on each grade of education *a*:—

Year.	General Education.		
	Collegiate.	Secondary.	Primary.
1870-71	5·41	35·20	29·40
1871-72	5·78	35·38	31·57
1872-73	4·85	31·31	38·41
1873-74	4·66	28·95	40·38
1874-75	5·09	29·05	42·79
1875-76	5·37	27·77	43·71
1876-77	6·05	21·73	48·72
1877-78	6·34	22·91	45·75
1878-79	7·25	22·32	44·91
1879-80	7·66	21·91	45·24
1880-81	7·65	21·58	48·16

In 1870-71 the percentage on primary education was 29·40, so that the rise in the ten years of the proportion on primary has been from 29·40 to 48·16.

a Up to 1874-75 the figures are approximate, as Departments were not then returned separately.

21. The expenditure as given in the Director's Report on elementary education, from provincial revenues only on each grade of education (omitting professional colleges) for every year of the decade under consideration was as follows :—

Year.		1871-72.	1872-73.	1873-74.	1874-75.	1875-76.	1876-77.	1877-78.	1878-79.	1879-80.	1880-81.
Grade.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	Govt.	64,643	63,596	69,035	79,594	89,370	97,528	92,905	95,429	1,12,594	1,22,076
	Aided	8,722	10,142	13,094	13,531	17,716	19,240	21,829	21,896	23,759	23,499
Secondary	Govt.	90,256	85,445	88,680	87,041	1,11,727	94,814	1,10,385	1,03,692	1,03,353	1,09,759
	Aided	1,90,663	1,97,126	2,06,520	1,96,743	1,53,105	1,29,261	1,35,507	1,29,535	1,15,396	90,320
Primary	Govt.	35,691	34,869	38,807	46,595	52,816	70,412	75,111	87,051	82,129	75,925
	Aided	1,00,902	1,00,623	1,16,628	1,23,307	1,11,360	1,34,583	1,18,780	1,05,626	1,07,428	1,07,434

During the ten years Government expenditure on University education in its own institutions rose from Rs. 64,600 to Rs. 1,22,000, and in aided Colleges from Rs. 8,700 to Rs. 23,500. On secondary education in Government schools the outlay rose from ninety-thousand to a lakh and nine thousand, while in aided schools it fell from a lakh and ninety-thousand to ninety-thousand. Government primary schools cost Rs. 75,925 in the last year against Rs. 35,691 in the first, while the Government expenditure on aided primary schools rose from a lakh to a lakh and seven thousand. It must not, however, be lost sight of that, in the same ten years, the expenditure on aided primary education from local and municipal funds increased from Rs. 87,619 to Rs. 2,12,576; so that the aid to primary education from 'public' funds amounted to Rs. 3,20,010 in the year 1880-81.

The large apparent reduction in the expenditure on secondary education is thus accounted for :—

"(i) The reduction of grants to certain colleges and schools ordered in 1879-80 and the redistribution of grants under the new code resulted in a reduction of grant to secondary education as noted in the margin.

1878-79	Rs.	1,15,242
1880-81	,,	88,092
		27,150

"(ii) Up to 1874-75 the grants debited to secondary education were partly for primary, as the classification was not exact.

"(iii) The old rate schools which were drawing grants from provincial funds were treated as "*private* schools in the returns for the years 1870-71 to 1873-74, but in the later returns as Govern- "ment schools. This resulted in an apparent diminution of Rs. 60,000 (approximately). Many old "salary grant have become local fund and municipal schools, others have disappeared from the list. "The orphanages shewn in the returns for 1870-71 are not included in those for 1880-81.

"(iv) The correct classification, by which many schools formerly improperly classed as "'middle' were reduced to the 'lower' class, goes also, to a certain extent, to explain the "decrease":—So that the real diminution of the grant to secondary education appears to be about Rs. 27,000.

22. The following remarks of the Director of Public Instruction, in his Report on elementary education, trace its progress, and indicate the directions in which he looks for further development :—

"In 1870-71 there were only twenty-two schools affording elementary education under the direct management of Government, which added to 79 primary schools attached to colleges, high and middle schools, raised the total to 101. But not a few of the Government schools then classed as middle were only affording education which would, under the changed classification, more fitly appear under primary. The primary schools consisted chiefly of the schools in the hill

tracts of Ganjam. In 1874-75 in consequence of municipal and local fund schools being classified as Government instead of private as hitherto, the number of Government schools rose to 533 and primary departments to 157 or 690 in all. In 1879-80 the total number had risen to 1,333, but the primary departments which are not shown separately had probably decreased. In 1880-81 the total had fallen to 1,232 in consequence of certain "Combined" schools being treated as private instead of Government. The growing attendance at many Government schools in the Mofussil has rendered it necessary in the past two or three years to abolish the primary departments in order to prevent undue crowding and to set the funds at disposal of Government to strengthen the teaching staff of the middle and high school departments. It has also been felt desirable to encourage municipalities and local fund boards to step in and take upon them their proper responsibilities as the promoters of elementary education. According to the scheme for remodelling second-grade colleges and high schools, the lowest class in these institutions is the lower fourth and third class respectively. The middle schools are also working above their standard, and thus the primary classes, upper and lower, or lower only have been abolished in many institutions. The consequence of this policy is that in several towns the municipal commissions and in some few cases local fund boards have established good primary institutions, or are engaged in developing the primary institutions already established, and thus rendering them suitable feeders for the higher schools. The existence of these schools unquestionably *tends to develope an interest in education among the native members of commissions and local boards and is an unmixed advantage to the population concerned*, who, if the fees are low, soon learn to send their children to well-conducted public schools instead of to small and inefficient verandah schools.

The Director continues:—

"It is with pleasure that I proceed in the next place to draw attention to the great increase in aided institutions, the number being 4,625 in 1879-80, and 5,845 in 1880-81, against 2,414 in 1870-71. The increase, I need hardly state, is mainly confined to small village and verandah or pyal schools, either of long standing or of recent origin, which have gradually been brought under the influence of our educational system, and are now beginning in some measure to reap the reward of the perseverance of their teachers. Great though this increase has been, the number of aided institutions, *i.e.*, roughly speaking of institutions which are capable of giving elementary education, efficiently or inefficiently according to the English methods, is still extremely small compared with the population concerned, even when Government schools are taken into account. As in 1880-81 there were 7,077 of these two descriptions of institutions for a population of 31,300,000,[a] it follows that there was only one school to every 4,400 persons or approximately one school for every 730 children of school-going age. But it is satisfactory to find that, though checked by the famine, there has on the whole been a great increase in the number of unaided schools, that is, to all intents and purposes, of schools which are preparing gradually to enter into the category of aided institutions. There were only 936 such institutions in 1870-71, and 1,774 in 1871-72, whilst in 1879-80 the number was 4,148 and in 1880-81 5,215. Each year the vacancies caused in this class by the passage of schools to the aided list have been more than supplied, the famine years excepted, by additions from the great outside educational world. These additions are frequently schools of some standing, although the teachers may have been constantly changing, after the manner of pyal teachers in many districts, whilst others are schools which have been brought into existence by private adventurers unconnected with the hereditary or customary teaching classes, often mere boys who having gained a little knowledge proceed to seek for a livelihood, permanent or temporary, by teaching. Whatever drawbacks the result system may have, and they are

a The population by the Census of 1871 was 31,308,872.
1881 was 30,966,663.

considerable, though in great measure the evils result from the present rules and not from the system, *it is unrivalled as a means of stimulating private effort both in town and country, more especially when controlled and applied not by a centralized Government Education Department but by boards with local knowledge and sympathies working through that department.*

"23. The following figures show the increase in schools connected with the department from 1870-71 to 1880-81—eleven years. The increase is greatest in Tanjore, next in Tinnevelly, but also very considerable in the districts of the Northern Circars, and in Malabar:—

Districts.	1870-71.	1880-81.	Increase.
Ganjam	64	641	577
Vizagapatam	69	634	565
Godavari	123	749	626
Kistna	68	787	719
Bellary	132	726	594
Cuddapah	183	430	247
Kurnool	132	319	187
Nellore	230	699	469
Madras	33	336	303
Chingleput	145	599	454
South Arcot	195	649	454
North Arcot	152	638	486
Salem	110	379	269
Trichinopoly	34	423	389
Tanjore	45	880	835
Madura	262	869	607
Tinnevelly	264	1,087	823
Coimbatore	345	530	185
Nilgiri	...	23	23
Malabar	148	746	598
South Canara	73	148	75
Total	2,807	12,292	9,485

"Taking schools of the three classes together, there were in all 12,292, or one school for about every 2,550 people, or one school for every 450 children of school-going age; or considering that few of the schools are girls' schools, about one school for every 200 boys.

"In the ten years ending 1879-80, the number of pupils receiving elementary education in schools connected with the Department increased from 90,605 to 247,771, the proportion of pupils to the population calculated per hundred being ·7914 against ·2894. In the year 1880-81, the number had risen to 304,304, and the proportion to population on the census of 1881 to ·9826. The proportion of pupils in towns during this period has advanced rather more rapidly than in rural tracts, though the difference is not great. *It is a very noteworthy fact, and one that cannot be ignored or explained away that the districts whose towns in the aggregate have more than 5 per cent. of their population, or, roughly, one child in three—or if girls are excluded, about two boys in three—under instruction are districts the education of whose town population has been mainly left to private effort.* In the town of Coimbatore, where the Government have never established a school, there are probably at least four boys in every five reading in schools, probably more. In Tinnevelly, in Palamcottah, in Masulipatam, in Nellore the proportion is also higher. In Coimbatore the higher schools are all more or less of a missionary character; but in Tinnevelly and Palamcottah, in Masulipatam, and in Nellore there are strong Hindu secular as well as good mission schools. *This rivalry may not be wholesome in some of its effects upon education, but it certainly tends to its extension, both directly and indirectly.*"

Government Schools.

24. The following statement shows the number of institutions of different kinds in 1870-71, 1875-76 and 1880-81 :—

	Description.	1870-71.	1875-76.	1880-81.
For Boys.	Colleges	5	6	10
	High schools	14	17	22
	Middle schools	68	Gov. 55 L. F. 51	Gov. 59 L. F. 46
	Primary schools	27	Gov. 38 L. F. 693	Gov. 32 L. F. 1,038
For Girls.	High schools	0	0	1
	Middle schools	0	1	2
	Primary schools	0	15	39
	Normal schools for masters	8	9	23
	Normal schools for mistresses	1	1	1

In this table the school departments of colleges are counted separately, while the middle and primary departments of high schools and the primary departments of middle schools are not. This mode of tabulation has been rendered necessary by the fact of the Public Instruction Reports for the earlier years of the decade treating a school with all its departments as one school.

The provincial school at Rajamundri was raised to a Second-grade college in 1873, and to a First-grade college in 1877. The Madras-i-Azam, which had been a high school in 1871, was afterwards made a middle school, and four middle class schools, *viz.*, those at Tellicherry, Palghaut, Sydapet and Cannanore were made high schools during the first quinquennial period. The figures for 1871 are for Government institutions proper, but in the other columns they include local and municipal schools. There were in 1871, sixteen primary schools for the Hill tribes of Ganjam, and one school for the Yenadies of Sriharicotta. The 38 Government primary schools of 1875-76 included 16 Ganjam Hill schools, 5 primary schools in the Bhadrachellam and Rekapalli Taluks and 10 elementary Muhammadan schools. Of the 16 girls' schools eleven were directly managed by the department, 4 by municipal commissions, and one, the Lawrence Asylum, by a Committee.

25. The following statement shows in greater detail the kinds of schools in 1881 :—

Description.	Counting departments separately.		Not counting departments separately.	
	Government Proper.	Quasi Government.	Government Proper.	Quasi Government.
	(1)	(2)	(3)	(4)
Colleges	10	0	10	0
High schools	21	1	21	1
Middle schools	79	47	59	46
English primary schools	81	217	10	170
Vernacular primary schools	22	868	22	868
Girls' schools	16	29	14	28

The figures in column (3) are those required for purposes of comparison. The number of colleges rose in the second quinquennial period from 6 to 10, the zillah or high schools at Berhampore, Cuddalore, Salem and Madura having been

made second-grade colleges. The number of high schools rose from 17 to 21;—no new ones were brought into existence, but 4 middle class schools were raised to high schools, *viz.*, those at Chicacole, Guntur, Trivadi and Tiruvalur. The number of middle class schools rose from 55 to 59. Seven out of the 55 schools existing in 1876 were abolished before 1881, and four, as already observed, were raised to high schools, and fifteen schools were added, 8 by elevation of standard from primary to middle class, and 7 by creation. Of the 38 primary schools existing in 1876, 14 do not appear in the returns for 1880-81, 6 having been abolished and 8 raised to middle schools. The number of primary schools added during the interval between 1876 and 1881 was 8. These were all of them practising schools attached to Normal schools. The number of girls' schools was 14 in 1881 as against 11 in 1876. Leaving out Normal schools, the total number of institutions was 136 in 1880-81 as against 127 in 1875-76. The increase of 9 is due to an increase of 4 in the number of colleges, 4 in the number of high schools, 4 in the number of middle schools, and 3 in the number of girls' schools, against a decrease of 6 in the number of primary schools. Of the 23 Normal schools for masters in 1880-81, 12 were managed directly by the Department, and derived their support from provincial revenues as against 9 in 1875-76. The remaining 11 schools were managed by local boards and derived their support from local funds.

Non-Government Institutions.

26. The subjoined table gives the total number of all classes of non-Government institutions, aided and unaided :—

Description of Institution.		Not Counting Departments separately.			Counting Departments separately.
		1870-71.	1875-76.	1880-81.	1880-81.
For Boys.	Colleges	7	7	14	14
	High schools	39	45	54	54
	Middle schools	433	216	224	278
	Primary schools	2,738	8,797	10,327	10,605
For Girls.	High schools	1	1	7	7
	Middle schools	90	22	22	29
	Primary schools	45	265	427	456
	Normal schools	7	5	5	5
	Total	3,360	9,358	11,080	11,448

The next table classes the institutions existing in 1880-81 under the heads, English schools and Vernacular schools :—

Description.		Not Counting departments separately.		Counting departments separately.	
		English.	Vernacular.	English.	Vernacular.
For Boys.	Middle schools	190	34	244	34
	Primary schools	688	9,639	923	9,673
For Girls.	Middle schools	15	7	22	7
	Primary schools	75	352	97	359
	Normal schools	4	1	4	1

It appears from these tables that there was satisfactory progress in the number of institutions of all kinds during the decade ending in 1880-81. The falling off in the number of middle schools, both for boys and girls, is, as elsewhere noted, only apparent, as in and prior to 1870-71, the line of demarcation between middle and primary schools was not clearly drawn. With a clearer definition and a more rigid scrutiny into the standards of instruction, many so-called 'middle' schools had to take their proper rank as primary schools.

Distribution of Institutions according to Districts.

27. From the table given below, it appears that Madras is the only town in which a Government and an aided college exist side by side. In the Tanjore district the Government college is located at Combaconum, and the aided colleges are at Tanjore and Negapatam. The total number of aided colleges exceeds the number of Government colleges by two, and there are, besides, two unaided colleges, one at Vizianagaram and the other at Calicut. The total number of aided and unaided high schools is 61, against 23 Government high schools. The aggregate number of aided and unaided Anglo-Vernacular middle schools is 266 against 129 Government schools of the same class. The number of Anglo-Vernacular primary schools is 1,029 non-Government, against 302 Government institutions. It may be worthy of mention that there are no Vernacular schools above the middle school standard. The total number of Government Vernacular schools is 931 against 10,073 private Vernacular schools.

Institutions existing in 1880-81,—Counting Departments separately.

DISTRICT.	GOVERNMENT INSTITUTIONS.												AIDED INSTITUTIONS.										UNAIDED INSTITUTIONS.							
	English.								Vernacular.				English.								Vernacular.		English.						Vernacular.		
	For Boys.				For Girls.				Boys.		Girls.		For Boys.				For Girls.				Boys.	Girls.	For Boys.				For Girls.		Boys.		Girls.
	Colleges.	H. Schools.	M. Schools.	P. Schools.	H. Schools.	M. Schools.	P. Schools.	Normal Schools.	Colleges.	Primary.	Primary.	Normal Schools.	Colleges.	H. Schools.	M. Schools.	P. Schools.	H. Schools.	M. Schools.	P. Schools.	Normal Schools.	P. Schools.	M. Schools. P. Schools.	Colleges.	H. Schools.	M. Schools.	P. Schools.	M. Schools.	P. Schools.	M. Schools.	P. Schools.	M. Schools. P. Schools.
Ganjam	1	2	6	6	...	...	...	...	...	22	2	1	...	...	3	4	...	...	...	...	305	... ...	...	...	1	3	...	...	...	297	... 2
Vizagapatam	...	...	7	39	...	...	...	...	...	26	...	1	1	2	3	37	...	...	1	...	166	.. 3	1	1	14	23	...	1	20	328	... 10
Godavari	1	1	6	15	...	...	...	...	...	432	9	1	...	4	12	30	...	...	2		118	... 7		...	3	8	...	...	...	121	... 7
Kistna	...	1	4	6	...	...	...	...	...	60	...	1	1	4	9	35	...	...	4	1	334	3 13	..	...	4	14	.	...	4	318	... 3
Bellary	1	1	8	13	...	...	...	...	...	10	2	1	...	1	1	5	...	..	2	...	284	... 7	...	...	...	4	...	..	...	398	... 1
Cuddapah	...	1	4	7	...	...	...	...	...	1	...	1	...	...	2	4	...	...	2	...	114	... 1	...	...	...	9	...	...	1	291	... 1
Kurnool	...	1	2	3	...	...	...	...	...	63	...	1	...	...	...	2	...	...	...	...	76	... ...	...	...	1	3	...	1	...	170	.. 1
Nellore	...	...	9	31	...	...	...	...	...	49	5	1	...	2	2	5	...	...	1	...	266	... 8	...	...	...	5	...	...	...	327	... 2
Madras	1	1	4	4	1	1	1	2	...	...	...	1	3	13	21	115	7	16	31	1	63	1 37	...	1	19	32	...	3	3	46	... 4
Chingleput	...	1	2	3	...	...	1	...	...	4	2	...	...	4	7	43		...	...	...	251	... 13	...	...	...	16	...	1	...	258	... 7
South Arcot	1	1	8	21	...	...	...	...	...	65	2	1	...	2	4	29	...	...	1	...	297	... 4	...		...	4	...	...	..	226	... ...
North Arcot	...	1	8	24	...	...	...	...	...	47	3	3	...	1	4	20	...	...	6	...	284	... 5	...	...	1	4	...	...	...	239	... 6
Salem	1	1	10	20	...	1	1	...	...	67	7	2	...	...	5	8	...	1	4	...	124	... 6	..	...	...	4	...	...	...	138	... ...
Trichinopoly	...	...	3	5	...	...	...	...	...	17	1	1	1	1	6	53	...	...	3	...	139	... 8	..	...	...	10	...	...	...	183	... 4
Tanjore	1	4	7	58	...	...	...	1	16	6	...	2	8	17	88	...	...	6	...	213	... 13	...	...	34	63	...	...	3	414	1 3
Madura	1	1	3	10	...	...	...	...	...	...	...	...	...	1	7	61	...	...	4	1	353	... 20	...	...	8	8	1	...	...	403	2 10
Tinnevelly	...	...	1	1	...	...	...	...	...	...	...	...	3	5	21	57	...	...	5	2	619	... 91	..	...	5	5	...	3	...	265	.. 41
Coimbatore	...	...	5	5	...	...	...	...	...	6	...	1	1	2	2	27		...	1	...	207	... 7	...	...	13	9	...	...	3	266	... 2
Nilgiris	...	...	1	1	...	1	1	...	...	...	...	...	...	...	3	6	...	...	4	...	4	... 1	...	...	2	1	1	1	...	2	... 2
Malabar	1	4	20	18	...	...	...	...	...	5	1	4	...	1	5	33	...	1	7	...	539	... 5	1	1	1	6	1	...	...	131	2
South Canara	1	1	8	8	...	...	...	...	...	...	...	1	...	...	1	36	...	1	3	...	54	... 2	..	...	3	3	...	...	...	42	... ...
TOTAL	10	22	126	298	1	3	4	2	1	890	40	22	12	51	135	698	7	19	87	5	4,810	4 251	2	3	109	234	3	10	34	4,863	3 108

Attendance at Institutions, Government and Private.

28. The following tabular statement gives the total number of pupils under instruction in Government and private institutions on the 31st March 1871, 1876 and 1881 :—

Year.	Boys' Schools.		Girls' Schools.		Total.
	Government.	Private.	Government.	Private.	
1871	10,799	94,228	12	10,173	115,212
1876	41,744	218,241	1582	26,381	287,948
1881	49,393	246,085	1828	30,502	327,808

From these figures it is obvious that there was a rapid growth and development of education during the quinquennium ending in 1875-76, a result mainly due to the extension of primary education by local fund boards, and to the multiplication and strengthening of aided schools by grants from provincial and local funds. As was naturally to be expected, the increase during the second quinquennium ending in 1880-81 was very much less than in the first. Add to the circumstance, that when a new system is introduced the beneficial results during the early years of its introduction are larger and more easily achieved than later on, the famine and general distress that prevailed during the second period with the severity of the results' grants rules, and the falling off in the rate of growth is sufficiently explained. Now that the country has recovered from the effects of the famine, and the results' grant rules have been rendered less onerous and stringent, a larger rate of progress may be looked for in the future.

29. The preceding statements show the progress in numbers of schools and pupils; the following shows the annual amount of general grants in aid from provincial funds including building grants.

Year.	Salary and other Grants.	From Educational Building Fund.	Total.
	Rs.	Rs.	Rs.
1871-72	2,52,333	19,733	2,72,066
1872-73	2,61,484	11,094	2,72,578
1873-74	2,76,883	10,925	2,87,808
1874-75	2,59,787	9,629	2,69,416
1875-76	2,66,817	13,694	2,80,511
1876-77	3,08,001	2,919	3,10,920
1877-78	3,13,781	28,922	3,42,703
1878-79	2,92,064	20,186	3,12,250
1879-80	2,73,759	...	2,73,759
1880-81	2,41,466	1,870	2,43,336

The aggregate of Grants-in-Aid is thus less in 1880-81 than it was in 1870-71, by Rs. 28,730; and than it was in 1877-78 by Rs. 99,367.

Grants-in-Aid from Local and Municipal Funds.

30. The above grants are for high, middle and female education, and include the result grants paid from provincial funds for all standards above the third, which is the superior limit of primary instruction; but no accurate conception can be formed of the working and growth of the Grant-in-Aid system unless the grants given from local and municipal funds mainly for primary education are also taken into account. The figures for these, given below, are only approximate. They have been taken from Public Instruction Reports which do not in many cases profess to give the entire financial statistics of local fund boards; and they are thus rather below than above the mark.

Year.	Grants from Local Funds.	Grants from Municipal Funds.	Total.
1871-72	56,165	12,112	68,277
1872-73	98,940	18,644	117,584
1873-74	126,715	27,511	154,226
1874-75	152,857	30,287	183,144
1875-76	172,120	36,776	208,896
1876-77	206,009	38,911	244,920
1877-78	187,637	40,040	227,677
1878-79	106,531	25,873	132,404
1879-80	100,975	27,283	128,258
1880-81	161,176	36,165	197,341

The falling off after 1876-77 was due to the famine, and to changes in the rules, which will be further noticed.

Net Expenditure from Provincial Funds.

31. It may be observed that what is shewn below as net expenditure from provincial funds is the whole amount of money expended by the department *minus* the receipts from fees, from endowments, from the educational building fund and from other sources.

	1870-71.	1875-76.	1880-81.
	Rs.	Rs.	Rs.
Direction	37,185	40,423	40,598
Inspection	134,742	168,196	190,289
Government institutions for general education	203,181	190,063	245,841
Government institutions for special education	178,362	145,801	171,569
Scholarships	7,950	4,790	5,458
Grants-in-Aid	337,395	266,817	241,466
University	11,428	29,000	.....
Book Depôt, &c.	22,787	7,788	—469
Miscellaneous	.....	.....	4,474
Total	933,030	852,878	899,226

32. The net expenditure in Government institutions for general education on each grade of education is shewn in the following statement:—

	1870-71.	1875-76.	1880-81.	Percentage to Total.		
				1870-71.	1875-76.	1880-81.
	Rs.	Rs.	Rs.			
Collegiate Education	63,390	85,436	116,932	31·2	45·0	47·6
Secondary „	1,35,889	88,988	95,974	66·9	46·8	39·0
Primary „	3,902	15,639	32,935	1·9	8·2	13·4
Total	2,03,181	1,90,063	2,45,841			

The net expenditure from provincial funds on collegiate education in Government colleges thus rose from something less than one-third the total expenditure in 1870-71, to something less than one-half in 1880-81, while that on secondary fell in the same period from 67 per cent. to 39. In 1870-71 the expenditure on primary education was a trifle less than two per cent.; in 1880-81, the proportion had risen to 13½.

Gross Expenditure on Education, General and Special.

33. The gross expenditure on education at the three periods is summarised below :—

	1870-71.	1875-76.	1880-81.
	Rs.	Rs.	Rs.
Government Institutions	4,49,936	7,66,582	9,40,768
Private Institutions	10,72,835	15,39,258	16,94,569
Direction, Inspection, &c.	3,82,891	4,36,409	4,72,375
TOTAL .	19,05,662	27,42,249	31,07,712

The extension of operation was thus much greater between 1871 and 1876, than between 1876 and 1881, the expenditure in the former five years having risen by more than 40 per cent., while the expenditure in 1880-81 was only a trifle more than 13 per cent. in excess of that in 1875-76.

34. It will not be without interest to note a few further particulars in connection with the gross expenditure in 1880-81, Rs. 31,07,712. This amount is made up of the following items :—

	Rs.
From Provincial Funds	9,45,176
„ Local Funds	4,44,847
„ Municipal Funds	75,020
„ Fees in Government Institutions	2,41,899
„ „ Aided „	4,64,509
„ „ Unaided „	1,75,513
„ Endowments	1,36,065
„ Other sources	6,24,683
TOTAL .	31,07,712

Comparative cost of Government and aided education.

35. The following table, rearranged for facility of comparison, is extracted from the Director's report for 1880-81. It shows the relative cost to Government per pupil in Government and aided institutions of each grade of education.

INSTITUTIONS.	DEPARTMENTS.	TOTAL COST.		FEES.		PERCENTAGE OF FEES TO TOTAL COST.		AVERAGE COST TO GOVERNMENT PER PUPIL.	
		Government.	Aided.	Government.	Aided.	Government.	Aided.	Government.	Aided.
		Rs.	Rs.	Rs.	Rs.			Rs. A. P.	Rs. A. P.
Arts Colleges	College	143,319	83,657	25,387	16,862	17·7	20·2	236 11 3	46 11 4
	High School	52,261	59,025	24,435	31,196	46·8	52·9	37 14 5	11 13 8
	Middle do.	26,597	45,031	21,111	28,410	79·4	63·1	4 14 11	4 15 1
	Primary do.	1,332	16,750	904	8,698	67·9	51·9	3 13 8	1 11 10
	TOTAL	223,509	204,463	71,837	85,166	32·1	41·7	67 1 2	10 12 6
High Schools for Boys — Under the management of the Educational Department.	High School	30,563	99,291	6,985	31,454	22·9	31·7	99 6 11	22 3 10
	Middle do.	23,652	93,374	17,430	53,934	73·7	57·8	6 9 1	5 10 1
	Primary do.	5,625	47,606	3,077	20,609	54·7	43·3	5 4 10	2 10 11
	TOTAL	59,840	240,271	27,492	105,997	46·	44·1	20 3 0	7 1 9
High Schools for Boys — Under the management of Municipalities	High School	729	...	328	...	45·	...	30 0 0	
	Middle do.	1,330	...	884	...	66·5	...	3 13 0	
	Primary do.	882	...	668	...	75·7	...	0 10 7	
	TOTAL	2,941	...	1,880	...	63·9	...	3 2 11	
Middle Schools for Boys — Under the direct management of the Educational Department	Middle School	44,670	49,693	13,317	18,294	29·8	36·8	27 2 1	8 10 11
	Primary do.	32,041	48,917	11,047	20,014	34·5	40·9	10 11 9	2 11 5
	TOTAL	76,711	98,610	24,364	38,308	31·9	38·8	16 13 3	4 6 8
Middle Schools for Boys — Under the management of Local Fund Boards and Municipalities	Middle School	18,775	...	4,726	...	25·2	...	2 0 8	
	Primary do.	23,543	...	8,116	...	34·4	...	0 9 7	
	TOTAL	42,318	...	12,842	...	30·3	...	0 14 1	
Middle Schools for Boys — Under the management of Committees under the control of Government (Lawrence Asylum)	Middle School	24,712	...	142	...	·6	...	95 2 1	
	Primary do.	74,435	...	429	...	·6	...	99 14 11	
	TOTAL	99,147	...	571	...	·6	...	98 11 1	
Primary Schools for Boys — Under the direct management of the Educational Department	Primary School	3,508	557,902	749	202,455	21·4	36·3	4 9 11	0 5 3
Primary Schools for Boys — Under the management of Local Fund Boards and Municipalities	Do.	125,116	...	24,754	...	19·8	...	0 0 9	

It will be observed that the higher the grade of education the greater is the difference between its cost to Government in Government and in aided institutions. Each under-graduate cost Government in a Government institution Rs. 236-11-3, in an aided one Rs. 46-11-4. The only case in which the two charges approximate is middle school education in colleges and high schools.

School Fees.

36. School fees now form an important contribution towards the cost of education. The following table shows the receipts from this source in the three great classes of institutions, Government, local fund and municipal, and private for the ten years ended March 31st, 1881:—

School and College Fees.

Years.	Government Institutions.		Institutions under the management of Local Fund Boards and Municipalities and of Committees under the control of Government.		Private Institutions.		Total.	
	Attendance on 31st March.	School Fees.	Attendance on 31st March.	School Fees.	Attendance on 31st March.	School Fees.	Attendance on 31st March.	School Fees.
1871-72 . .	9,347	92,458	8,067	7,822	117,778	282,742	135,192	383,022
1872-73 . .	9,363	101,963	10,631	10,552	172,060	426,403	192,054	538,918
1873-74 . .	10,003	108,397	15,662	14,998	205,155	487,714	230,820	611,109
1874-75 . .	10,675	113,378	19,292	22,072	225,770	537,150	255,737	672,600
1875-76 . .	11,100	122,552	26,808	30,001	246,572	553,167	284,480	705,720
1876-77 . .	10,317	122,422	33,009	36,431	244,622	545,237	287,948	704,090
1877-78 . .	10,993	122,068	26,903	30,160	217,913	469,747	255,809	621,975
1878-79 . .	11,279	133,921	29,688	34,189	196,871	480,193	237,838	648,303
1879-80 . .	11,304	132,810	39,765	40,318	217,310	518,599	268,379	691,727
1880-81 . .	11,668	142,488	39,548	40,804	276,592	640,022	327,808	823,314

"Comparing the fees with the attendance, it will be noticed that during the decade the attendance in Government institutions has risen 25 and the fees 54 per cent., in schools under the management of local fund boards and municipalities and of committees under the control of Government the attendance has risen 390 and the fees 420 per cent., and in private schools the attendance has risen 135 and the fees 126 per cent.

"The percentage of increase in the fees of private institutions was comparatively low owing to the inclusion under this head of the numerous results schools charging nominal fees or no fees at all. If schools aided on the salary system alone are taken, these schools being the institutions affected by the Government restrictions in regard to fees, the increase in fees was 53 per cent."

37. In the following statement are shown, for ten years, the total fee receipts in all institutions, as given in the last column of the table in the preceding paragraph, the total expenditure on all institutions, taken from the various reports, and the percentage that the fees paid by pupils bear to the whole cost of their education:—

Year.	Total fee receipts in all institutions (Government and non-Government).	Total Expenditure on education in the same institutions.	Percentage of fees paid by pupils to the total cost of their Education.
1871-72	383,022	13,27,344	28·9
1872-73	538,918	16,61,351	32·4
1873-74	611,109	18,29,613	33·4
1874-75	672,600	19,69,542	34·1
1875-76	705,720	21,18,074	33·3
1876-77	704,090	21,88,171	32·2
1877-78	621,975	21,12,419	29·4
1878-79	648,303	20,32,492	31·9
1879-80	691,727	21,11,667	32·7
1880-81	823,314	24,04,992	34·2

It thus appears that, notwithstanding the successive additions to the rates of fee as noted in detail in para. 39, the proportion that the fee revenue bears to the total cost of education was not very much greater in 1881 than in 1871. The fee receipts in the period rather more than doubled, while the expenditure rose in a rather smaller proportion.

38. The next statement deals with fee receipts in non-Government institutions, and with Grants-in-Aid to the same, and shows the proportion between what pupils themselves pay and what Government pays:—

Years.	Fee Receipts in Private Institutions.	Total Grants-in-Aid from all sources to Private Institutions.	Percentage of aggregate grant to aggregate fee receipts in Private Institutions.
	Rs.	Rs.	
1871-72	282,742	340,343	120·3
1872-73	426,403	390,162	91·5
1873-74	487,714	442,034	90·6
1874-75	537,150	452,560	84·2
1875-76	553,167	489,407	88·4
1876-77	545,237	555,840	101·1
1877-78	469,747	570,380	121·4
1878-79	480,193	444,654	92·5
1879-80	518,599	402,017	77·5
1880-81	640,022	440,682	68·8

There would appear to have been much fluctuation, the grant having reached its highest proportion in the disastrous year 1877-78, since which the proportion paid by pupils has steadily increased, thus:—

In 1877-78 . . .	Rs. 100	paid in fees was aided by .	Rs.	121½
1878-79 . . .	„ 100	„ „ . .	„	92½
1879-80 . . .	„ 100	„ „ . .	„	77½
1880-81 . . .	„ 100	„ „ nearly .	„	69

This development of self-help may well be regarded with satisfaction, assuming always that grants have not been so curtailed as injuriously to affect the progress of education of any grade.

Referring to the reductions, the Director says:—

"The expenditure from provincial funds in Grants-in-Aid during 1880-81 was less than in any of the previous ten years. The immediate effect of the new Grant-in-Aid Code, that came into force on the 1st April 1880, was the reduction of all half-salary grants to third grants, and all third grants to fourth grants.

"The outlay on salary grants fell short by about Rs. 40,000; on the other hand, the results grants expenditure increased from Rs. 55,299 to Rs. 66,598, which is to a certain extent due to the conversion of some of the old salary grant schools into schools on the results system. It is hoped that many of the salary grant schools will hereafter become results schools, since aid in the shape of results grants is paid under middle as well as primary standards, and as results grant schools are allowed to have high school classes attached to them."

39. It will not be without interest or value to trace briefly the manner in which the question of fees has been dealt with so as to bring about the great increase above shown.

It is stated in the Public Instruction Report for 1868-69 that—

"As the desire for education has gained much strength of late years, while the fees demanded in Government schools, though generally a good deal above those charged in private institutions intended for Natives, were decidedly low, and had remained in many cases unchanged for some time, it was deemed fitting to introduce revised and somewhat raised scales of fees from the 1st January 1869."

The scales as then revised are as follow:—

Class.	VII.	VI.	V.	IV.	III.	II.	I.
		Rs. A.	Rs. A.	Re. A.	Re. A.	Rs. A.	Rs. A.
Provincial schools . .	2	1 8	1 8	1 0	1 0	0 8	0 8
Zillah schools . . .	...						
Anglo-Vernacular schools .	...	...	...	0 12	0 8	0 8	0 4
Taluk schools . . .	...	...	0 8	0 8	0 6	0 6	0 4

The Director subsequently observed that "it did not appear that the increase had had any injurious effect"—and that it "seemed only appropriate that, from time to time, the rates should be raised, so as to throw a continually increasing portion of the expenditure upon those who benefit by the schools." The extent to which this has been done has already been made plain in para. 36. One noteworthy feature connected with this enhancement of fees is that it affected only Government and not aided institutions. The scale remained in force but a short time. The Government in their proceedings No. 38, dated 28th June 1870, observed that, "notwithstanding the increased rates, the fees charged in Government schools were still low, probably a good deal lower than was compatible with the keen and widespread desire for education that had sprung up of late years," and insisted on the necessity for the managers of aided institutions also raising the fees in their schools. With the view of revising the scale, a Committee, composed of representatives of the leading educational bodies of Madras and presided over by the Director of Public Instruction, was appointed in June 1870; and this Committee submitted their Report in April 1871. The scale proposed by the Committee and approved by Government was as follows:—

Classes.	Government Schools.		Aided Schools.	
	Madras.	Mofussil.	Madras.	Mofussil.
	Rs. A.	Rs. A.	Rs. A.	Rs. A.
B. A.	5 0	4 0	3 8	2 12
F. A.	4 0	3 0	2 12	2 0
Matriculation or VI .	3 0	2 8	2 0	1 12
V and IV . .	2 8	2 0	1 12	1 8
III	1 8	1 0	1 0	0 12
II	1 0	0 12	0 12	0 8
I	0 8	0 8	0 8	0 6

This scale came into force on the 1st September 1871. The following extracts from the Committee's Report will explain the differences in the rates of fee:—

"All schools are divided into Government and aided, and each of these classes is sub-divided into schools in the town of Madras and schools in the mofussil. Owing to the large supply of instruction in the town of Madras and to other favourable circumstances attaching to the Presidency

town, it appeared to us that the fees charged in Madras schools should be higher than those demanded in mofussil institutions. Also a greater prestige belongs to Government schools, while certain disadvantages are believed to affect most aided schools; we therefore decided that the fees in the latter might with propriety be pitched somewhat below those in the former. Owing to variations as to wealth, enlightenment, and other circumstances in different parts of the Madras Presidency, it is considered that, though the scales recommended are, in our opinion, fairly suited to the generality of schools in the present state of education, there may and most probably will be instances in which they would seriously affect progress; and we are opinion that, in peculiar cases, the Director of Public Instruction should have the power of modifying the scales of fees."

It was further recommended by the Committee that, over and above the first month's fee, an entrance fee should be charged on the admission of a boy into a school. No entrance fee was proposed for collegiate classes, as the monthly fees for them seemed to be sufficiently heavy to render the step unadvisable in the present state of education. It was also suggested that not more than five *per cent.* of the whole number of pupils, exclusive of the students on endowments, should be free scholars. The Government approved of the scale and remarked that "there is much force in the arguments used by the Native Members of the Committee against making the difference between the rate charged in a Government school and in an aided school more than twenty-five per cent."

On a reference Government decided that the scale should not be held to be binding on schools aided on the system of payment for results.

In November 1875 a Committee was appointed for the purpose of taking into consideration the question of a further increase in the rates of fees. The Committee was required to note that the Government did not intend to depart from the established proportion existing between fees in Government and in Aided schools. This Committee sent in its Report in February 1877, and orders were passed on it by Government in May following. By this order the following rates were approved and came into force on the 1st January 1878.

Nomenclature of Classes.	Madras.		*A.* Mofussil Towns of the First Grade.		*B.* Mofussil Towns of the Second Grade.		*C.* Mofussil Towns of the Third Grade.		Remarks
	Government.	Aided.	Government.	Aided.	Government.	Aided.	Government.	Aided.	
College.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Tenth (B.A.)	5 0 0	3 8 0	4 0 0	3 0 0	4 0 0	2 12 0	.....	.....	*A.* Includes Combaconum, Trichinopoly, Tanjore, Negapatam, Coimbatore, Tinnevelly, Palamcottah, Saidapet, and such towns as may from time to time be placed in this grade by order of Government.
Ninth (Preparatory B.A.)	5 0 0	3 8 0	4 0 0	3 0 0	4 0 0	2 12 0	.....	.....	
Eighth (F.A.)	5 0 0	3 8 0	4 0 0	3 0 0	3 0 0	2 0 0	.....	.....	
Seventh (Preparatory F.A.)	5 0 0	3 8 0	4 0 0	3 0 0	3 0 0	2 0 0	.....	.....	
Upper School.									
Sixth (Matriculation)	3 8 0	2 8 0	3 0 0	2 0 0	2 8 0	1 12 0	.....	.....	
Fifth (Preparatory Matriculation)	3 0 0	2 0 0	2 8 0	1 12 0	2 0 0	1 8 0	.....	.....	*B.* Includes all other towns having colleges and higher class schools, and Srirangam, Tiruvadi, Tiruvalur, and such other towns having only middle class schools as may from time to time be placed in this grade by order of Government.
Middle School.									
Upper Fourth	2 8 0	1 12 0	2 0 0	1 8 0	2 0 0	1 8 0	1 4 0	1 0 0	
Lower Fourth	2 0 0	1 8 0	1 8 0	1 0 0	1 8 0	1 0 0	1 0 0	0 12 0	
Third	1 8 0	1 0 0	1 0 0	0 12 0	1 0 0	0 12 0	0 12 0	0 8 0	
Lower School.									
Upper Primary.									
Second (Fourth Results)	1 0 0	0 12 0	0 12 0	0 8 0	0 12 0	0 8 0	0 8 0	0 6 0	*C.* Includes all other towns having only middle class schools.
First (Third Results)	0 8 0	0 8 0	0 8 0	0 6 0	0 8 0	0 6 0	0 6 0	0 4 0	
Lower Primary.									
Preparatory B (Second Results)	.....	0 4 0	0 4 0	0 2 0	0 4 0	0 2 0	0 2 0	0 1 0	
Preparatory A (First Results)	.....	0 2 0	0 2 0	0 1 0	0 2 0	0 1 0	0 1 0	0 0 6	

The Notification sanctioning this scale provided—

"That in addition to the ordinary first month's fee, an entrance fee, according to the following scale, should be charged when a pupil joins a school; and should a student quit a school and subsequently rejoin it, a fresh entrance fee is to be demanded.

Sixth or matriculation class
Fifth, upper fourth, lower fourth
Other classes

That Muhammadan and Oriya students are to pay half the ordinary rates.

That the rules do not apply to—

(*a*) The practising departments of Normal schools.
(*b*) Municipal schools.
(*c*) Local fund schools.
(*d*) Schools on the results system.
(*e*) Schools on the combined system."

In 1879 the rate of fees in the college department at the Combaconum Provincial College was raised from Rs. 4 to Rs. 4-8. No rates of fees are prescribed for practising schools or for girls' schools, Government or aided. In Government practising schools the fee rates vary from 6 pies to Rs. 1¼, and in aided schools of this description from 1 anna to Rs. 1½. In the practising department of the Government female Normal school the fees payable by Europeans and East Indians vary from 8 annas to Rs. 3, and those payable by natives from 6 pies to 6 annas. Some of the Government girls' schools are free, and the fees in others range from 6 pies to 3 annas. Some of the aided girls' schools are also free, while the fees charged in the others vary from 9 pies to Rs. 4. There is no uniform scale of fees in force in local fund and municipal English and Vernacular schools. Many of the schools are free and some charge nominal fees. In some of these schools, as well as in schools aided on the results or on the combined system, the masters appropriate the fees. They are also paid sometimes in kind. It is worthy of note that some aided institutions charge fees in excess of the minimum rates prescribed.

The following table shows the average fee in the first and last years of the decade in the several classes of institutions:—

Year.	Average Fee according to the average number on the Rolls.			
	Government Schools.	Local Fund and Municipal schools and schools managed by Committees under the control of Government.	Private Schools.	
			On the Salary Grant System.	Other.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1871-72 . .	10 10 11	2 8 9	7 2 1	2 2 4
1880-81 . .	15 1 7	1 8 8	10 3 9	1 10 6

Female education.

40. During the ten years 1871—1881 the number of girls receiving instruction rose from ten thousand one hundred and eighty-five to thirty-two thousand three hundred and fifty-five, according to figures carefully compiled from the departmental reports, details of which are given in the following statement:—

Number of Girls receiving instruction from 1870-71 to 1880-81.

No. of girls in	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.	1875-76.	1876-77.	1877-78.	1878-79.	1879-80.	1880-81.
Female schools	7,180	8,267	9,292	11,193	11,906	13,028	14,796	14,845	18,277	18,417	20,892
Mixed do.	2,148	2,451	2,717	5,339	6,395	10,645	13,214	13,538	8,359	10,873	11,344
Lower class village boys' schools	792	684	2,225	470	1,158	...	...	1,638	...	...	...
Normal schools	65	101	96	111	123	120	141	185	116	129	119
TOTAL	10,185	11,503	14,330	17,113	19,582	23,793	28,151	30,206	26,752	29,419	32,355

Of high schools for girls there were at the close of 1880-81 eight, with 38 pupils, while of middle schools there were 25 English and 7 Vernacular with 316 and 58 pupils respectively. No comparison of high and middle schools is attempted as the classification was not uniform for the whole ten years. As implied on page 17, for the preceding period the numbers presenting themselves for the departmental certificate examinations afford a rough guide to the progress of female education above the elementary grade. These numbers are given in the following table:—

YEAR.	CANDIDATE MISTRESSES.					
	No. Registered.			No. Passed.		
	i.	ii.	iii.	i.	ii.	iii.
1871-72	8	18	92	5	7	66
1872-73	19	32	175	3	3	41
1873-74	16	49	165	6	26	68
1874-75	19	57	163	7	35	54
1875-76	38	96	209	8	29	107
1876-77	38	79	263	14	22	154
1877-78	37	149	263	20	79	213
1878-79	52	157	277	32	56	155
1879-80	67	170	349	34	87	249
	H. E. W.	M.	S. U. P.	H. E. W.	M.	S. U. P.
1880-81	60	252*a*	154	26	104	62

Except in mathematical subjects the standard for the first-grade differs little from that of the matriculation examination. The standard for the Second-grade represents middle class education. During the first five years of the decade the numbers of registered candidates of those two grades, representing female secondary education, rose from 8 and 18 respectively to 67 and 170; and the number of passes from 5 and 7 to 34 and 87. The totals were still small, but the advance had been considerable. In the year 1879-80 the number of Third-grade candidates, rising to the superior limit of primary education, had risen to 349, and that of passes to 249.

In his Report for 1879-80, the Director says:—"Seventy-five institutions including departments sent up candidates against 52 last year. The increase indicates unmistakably the growing demand for the education of girls."

a Of these 30 were private candidates and 66 from schools in Native states.

Before the examination of 1880-81 the grade examinations had been done away with. For the first-grade examination was substituted 'the higher examination for women;' for the second, 'the middle school examination;' and for the third, 'the special upper primary examination.' For 1881-81 as compared with 1879-80 there is a slight decrease both in the number of candidates and in the number of passes in the first-grade examination. The number registered for the special upper primary examination fell off by more than one-half, which is apparently due to that examination being made more difficult than he examination it superseded. The middle school examination had a larger number in 1880-81 than the corresponding grade had had in any previous year, but 66 of the number were from schools in Native states and 30 were private students, leaving 156, or the number two years previously, from schools in the Madras Presidency.

41. In his last Report (1880-81), the Director of Public Instruction expresses his strong conviction that for progress in female education there are essential—

(*a*) Normal schools. (*b*) Government agency.

The following are his words:—

"I have noticed the pressing need that exists for an increase in the number of Normal schools for men, and here I would note that a similar need exists for elementary Normal schools for women, if full advantage is to be taken of the gradual change which seems to be taking place in native opinion in regard to the education of girls. Tinnevelly is, it may be said, the only district in which adequate provision is made, and this is by mission agency. But considerable though this provision is, it little more than supplies a local demand, a demand it must be remembered that is not confined to Christians, but exists among non-Christians also. In Madras something is being done, but the results so far have not been great. In the Kistna and Madura districts also, mission societies are endeavouring to do good work in this direction, and I am hopeful that a great Mission society will shortly take steps to provide for the training of Christian mistresses in the Trichinopoly district. So far as the Government are concerned, their direct efforts have been confined to Madras. But *I am persuaded that if any rapid advance is to be made in female education in the country, it must be in great measure through Government agency; first, by the establishment of numerous Government schools, and secondly, by providing adequately for the education of mistresses.* It is true that at present the feeling of the country is largely in favour of senior male teachers; but if this prejudice is to be yielded to, it will also involve the confinement of female education to children of tender age only, whilst it is most desirable that girls should be encouraged to continue their studies when adolescent. But this can only be done by utilizing solely women in schools as teachers; and as the objection to sending girls far from home is very strong amongst the people, it is necessary, if such material is to be supplied, that schools capable of training mistresses should be established in course of time in the parts of the Presidency in which the people seem most inclined to educate their daughters. Funds are not likely to be available for some time to come for carrying out a large scheme of the kind, but I trust that something may be done ere long in this direction *by establishing Normal classes in connection with the more promising schools, or by retaining superior pupils in the schools as pupil teachers.*"

The last words, that we take the liberty of putting in italic, seem to point to the most practical means at present feasible for providing female teachers. The plan has been very successfully adopted by the Free Church Mission in connection with its girls' schools in Madras, to which the Director makes special reference in the following quotation from his *Report on Elementary Education*, in the section on the elementary education of girls. We quote at some length—

"So far little has been done by Government directly for the education of girls, but about ten years ago a Normal school was established at Madras for the education of teachers for native girls' schools, but it has become in great measure a high school for East Indians and Europeans, and during its existence has only educated 60 Hindu and native Christian teachers. Some five or six years ago the Government undertook the charge of a few elementary schools for girls which had been established by some local fund boards and municipalities. With one or two exceptions they are all doing fair work, but are mostly in a very elementary condition. Only four of these twelve schools are situated in towns of any importance. In addition to the girls' schools maintained by Government, there were in 1879-80 ten girls' schools maintained by municipalities and thirteen by local fund boards. But although the Government have done as yet little by direct action for female education, they have aided liberally private interprise, but as yet with the exception of the towns of Madras and Tinnevelly, Rajahmundry, and Cocanada, private effort has not been very successful. But at the same time there are but few large towns in the Presidency in which a mission society is not offering facilities for female education, and in many cases of late, more especially, the education of the girls of the higher caste. In Tinnevelly in particular, in pursuance of the policy inaugurated by Mr. Lash of the Church Missionary Society, who developed the Sarah Tucker female training school into an institution mainly for the training of girls of the respectable classes, who would be suitable for

teachers in caste schools, between two and three thousand girls are studying in small elementary schools, maintained by the Church Missionary Society in different parts of the district, mostly under the management of a trained mistress assisted by her husband. The Sarah Tucker institution turned out in 1879-80 no less than 35 schoolmistresses of the second and third grades. Mistresses educated in this institution are in demand throughout the Tamil districts both in mission and secular schools, but it is difficult to induce them to take service far from their homes except at comparatively speaking high salaries. To supply the demand for female teachers in the central Tamil districts, a training school is about to be opened at Trichinopoly under the auspices of the S. P. G. Society. There is a Normal class attached to the Free Church Female Christian Institution, Madras, which produces some five or six teachers annually of the first, second, and third grades; and in the Northern Circars I understand that the agents of the Church Missionary Society have in contemplation the establishment of a Normal class or school in connection with their boarding institution for girls at Masulipatam. In most parts of the Presidency there is a general desire for the elementary education of young girls springing up, and this desire is being stimulated by the action of municipalities; but until the supply of trained female teachers is adequate to the demand, the progress of female education cannot be very rapid. In many girls' schools, and some of them the most important in the Presidency, *viz.*, the Maharaja of Vizianagram schools at Madras and at Rajahmundry, the teaching and management is practically entrusted to male teachers, and some of them are admirably managed, especially the Maharaja's school at Rajahmundry. But the employment of male teachers has the great disadvantage of checking the tendency of permitting girls to remain at school after they have come to a marriageable age. Still male agency is not suddenly to be discarded, and years must elapse before native female teachers of sufficient age, standing, and character are available for the charge of important institutions for the education of girls. Owing to the system of early marriage and the risks to female life in this country, the proportion of female teaching power produced each year, which will not be ultimately available for teaching, is very large. The progress of female education in this Presidency, considering how little the Government or bodies connected with the Government have done to accelerate the work by agencies appointed and controlled by themselves, may be regarded as full of promise, as the following figures indicate; and it must not be forgotten that there are probably many hundreds of girls in schools which at present send no returns to Government. In 1871-72 *a* there were only 11,503 girls in schools sending returns; in 1874-75 the number had risen to 19,582, whilst in the last three years the figures are as follows:—

"Number of girls in schools sending returns.

	1878-79.	1879-80.	1880-81.
Hindus	9,218	16,486	18,442
Native Christians	6,285	9,331	9,772
Muhammadans	381	700	958
Europeans and Eurasians	2,302	2,398	2,542
Others	207	504	522
Girls in Boys' schools	8,359	...	...
TOTAL	26,752	29,419	32,236 *b*

"It will be observed that the progress under Hindus and Muhammadans especially has been rapid, small though the totals still are.

"A small proportion of the above numbers are reading in pyal schools. In taking into consideration the facilities which exist for the education of girls, it must not be forgotten that many schools of this class are in fact mixed schools, but ordinarily only girls of a very tender age are permitted by their parents to read in such schools unless they are of the dancing caste. I would also observe that female education is encouraged in this Presidency by liberal grants to female teachers under the salary system and a higher results scale, but no special concession has so far been made in favour of uncertificated or certificated male teachers employed in girls' schools. As remarked above, some few municipalities and local fund boards have interested themselves in the progress of female education, although under present orders all expenditure on account of female education should, strictly speaking, devolve on provincial funds. It is mainly due, however, to such action that the progress of female education in the Godaveri district has been so marked. During the last two years the Godaveri boards have opened no less than eight girls' schools, all of which are in an improving condition. These boards are encouraging girls to attend schools by giving those attending small presents in the shape of bangles. There are at present nearly one thousand pupils in regular girls' schools in this district and nearly thirteen hundred in boys' schools: one of the chief inducements to girls to attend school is the teaching they receive in needle-work, plain and artistic. This industrial element is particularly appreciated by the Mussulmans, and to it is in great measure due the large measure of success which has attended the Hobart girls' school in Madras and other private schools for the education of girls of this race."

In July 1881 the Director proposed a scheme of scholarships for girls' schools, which will be further noticed in the subsequent portion of this Report.

a We have corrected this from 1870-71.
b This appears to omit 119 in Normal schools. See para. 40.

Examinations.

University Examinations.

42. The following tabular statements afford information in regard to the results of the matriculation, F. A., and B. A. examinations.

Matriculation Examination.

Year.	Madras.			Schools in Native States.	Private Study.	Total Number.	
	Government Schools.	Aided Schools.	Unaided Schools.			Passed.	Examined.
1872 . .	170	194	7	81	40	492	1,419
1873 . .	227	259	13	87	25	611	1,530
1874 . .	208	292	10	85	31	626	1,704
1875 . .	248	403	10	27	27	784	1,911
1876 . .	208	323	20	95	16	662	2,120
1877 . .	337	644	33	157	79	1,250	2,469
1878 . .	264	395	15	101	32	807	2,441
1879 . .	128	150	19	50	9	356	2,597
1880 . .	258	506	88	138	104	1,094	3,309
1881 . .	338	648	114	164	107	1,371	3,519
Total .	2,386	3,814	338	1,045	470	8,053	23,019

First Examination in Arts.

Year.	Government Colleges.	Aided Colleges.	Unaided Colleges.	Colleges in Native States.	Private Study.	Total Number.	
						Passed.	Examined.
1872 . .	58	19	...	12	8	97	205
1873 . .	43	13	...	18	2	76	240
1874 . .	49	43	...	19	14	125	285
1875 . .	71	49	...	33	30	183	342
1876 . .	81	56	...	34	16	187	396
1877 . .	66	43	4	14	4	131	418
1878 . .	94	55	7	26	9	191	507
1879 . .	74	44	12	33	9	172	663
1880 . .	134	105	6	39	11	295	582
1881 . .	60	71	2	27	7	167	478
Total .	730	498	31	255	110	1,624	4,116

B. A. Examination.

Year.	Madras.		Colleges in Native States.	Private Study.	Total Number.	
	Government Colleges.	Aided Colleges.			Passed.	Examined.
1872 . .	38	7	8	12	65	131
1873 . .	8	8	1	12	29	83
1874 . .	28	13	4	5	50	88
1875 . .	24	8	6	17	55	85
1876 . .	33	12	11	11	67	105
1877 . .	41	14	10	5	70	129
1878 . .	30	13	5	4	52	150
1879 . .	49	32	14	45	140	231
1880 . .	46	23	8	8	85	175
1881 . .	54	27	18	14	113	195
Total .	351	157	85	133	726	1,372

During the decade ending in 1880-81, 17 bachelors of arts obtained the degree of master of arts, 12 in mental philosophy and sociology, 3 in English and Sanskrit, 1 in English and Latin, and 1 in Biology. Four bachelors of laws obtained the degree of master of laws, and 90 candidates took the degree of bachelor of laws; seventeen took the degree of bachelor of civil engineering. The results tabulated above tend to show that the higher education of the natives of the country has been gradually and steadily advancing. The great disparity in the numbers passing the matriculation, F. A., and B. A. examinations suggests the obvious inference that a large number of students go in for the matriculation examination, who have no intention of prosecuting their studies even up to the F. A. standard.

Middle school examination.

43. The first middle school examination was held in December 1879. Some particulars in connection with the examination in December 1880 are given below:—

"Six thousand five hundred and thirty-seven (6,537) candidates registered their names, and six thousand two hundred and sixty-three (6,263) appeared at the examination. Of the number registered one hundred and eighty-seven (187) were girls, of whom one hundred and seventy-four (174) appeared.

"Of the registered names 3,951 were those of pupils of the upper fourth classes of 256 schools, 871 were pupils from other classes in the same schools, and 1,715 were 'private pupils.' The numbers of these sections examined were 3,869, 860, and 1,534 respectively. Of both sections of school pupils the absentees were not quite 2 per cent. of the number registered, but in the case of private pupils the percentage of absentees was 10½.

"The following table gives the classes of institutions from which the examinees appeared and particulars as to the amount of success each class of institution met with in the examination:—

Class of Institution.	Registered.		Examined.		Passed.			
					First Class.		Second Class.	
	From the Upper Fourth Class.	From other Classes.	From the Upper Fourth Class.	From other Classes.	From the Upper Fourth Class.	From other Classes.	From the Upper Fourth Class.	From other Classes.
1. Madras Government schools	899	149	885	148	56	25	476	91
2. Schools under Government inspection	2,294	480	2,188	473	87	39	892	276
3. Schools not under Government inspection	362	165	351	162	17	3	131	73
4. Government schools in Native States	214	54	203	54	14	2	67	33
5. Other schools in Native States	252	23	242	23	7	...	66	6
6. Private pupils	...	1,715	...	1,534	...	75	...	758
Total	3,951	2,586	3,869	2,394	181	144	1,632	1,237

"Translated into percentages the above figures give the following rates of passing for each class of institution:—

	per cent.
1. Madras Government schools	62·68
2. Schools under Government inspection	48·60
3. Schools not under Government inspection	43·44
4. Government schools in Native States	45·13
5. Other schools in Native States	34·92

"As 'private pupils' may be considered as candidates merely wanting to qualify themselves for entry into the Government service, and as only a first class pass so qualifies, the 758 who fell into the second class practically failed.

"One undesirable feature is the presence of so many pupils from classes other than the upper fourth. Such pupils needlessly swell the number of examinees and much increase the heavy work to be got through in connection with the examination. Their desire is doubtless to qualify themselves for entrance into the service of Government, but it will be seen that it is only few comparatively who succeed. A pupil in a class lower than the upper fourth can have little or no chance of succeeding; on the other hand, a pupil in a class higher than the upper fourth can bring no honor to his school by passing, while he is almost sure to damage it by neglecting (for a time at least) the higher course of study in which he is engaged. The head-masters of schools should discourage, as much as possible, all pupils not of the upper fourth class from appearing for this examination.

"The following table shows the classes of the community from which the candidates came :—

Class of Community.	Registered.		Examined.		Passed.			
					Boys.		Girls.	
	Boys.	Girls.	Boys.	Girls.	First Class.	Second Class.	First Class.	Second Class.
1. Brahmans	3,204	...	3,095	...	155	1,461	...	...
2. Hindus not Brahmans	2,307	1	2,195	1	95	993	...	1
3. Europeans	67	27	63	26	2	18	5	9
4. East Indians	271	135	257	131	19	109	11	38
5. Native Christians	292	24	283	16	23	163	...	4
6. Muhammadans	196	...	183	...	14	71	...	...
7. Parsis	13	...	13	...	...	3	...	...
Total	6,350	187	6,089	174	308	2,818	16	52

"From the above statement it will be seen that while half the examinees were Brahmans, and other Hindus formed two-thirds of the remainder in the case of males, not a single Brahman girl appeared and only one Hindu to represent the progress of female education amongst those two great classes of the community. The English-speaking classes alone were fairly represented. Sixteen Native Christians appeared, but four only succeeded in passing, all being in the second class."

The Government remark as follows :—

"With regard to the results of the late middle school examination generally the Commissioner considers them encouraging. The scheme needs some important modification, but when the necessary changes now under consideration are introduced and the scheme itself better understood, he has no doubt whatever that it will be found a most valuable addition to the educational agencies at work in this Presidency."

Upper and lower primary school examinations.

44. The following extract from the Report on Public Instruction for 1880-81 may suffice to show how far, in the Director's opinion, these examinations have succeeded in promoting elementary education :—

"The statement given below shows the number of institutions sending candidates, number of examinees, and the number passed. The number of pupils passed this year as contrasted with that of last year shows a decided improvement. The number who passed the Lower primary school examination is a little over double that of last year, while those who passed the upper primary school examination is somewhat below double. It must, however, be borne in mind that this year's figures include private students and pupils from institutions which do not come into the annual returns. These examinations are, I am persuaded, likely to prove of great benefit to the education of the country, not only as a means of testing the instruction each child has received, and thus removing one of the chief obstacles to the improvement of middle and primary education, resulting from the unequal standard of the pupils, but also by the effect it is having on the minds of parents by certifying publicly at an early age the advance in knowledge which their children have made. The desire to obtain a certificate, which operates so strongly in the higher examinations whether scholastic or for the public service, is also felt among the very young. I have also observed that these certificates are retained by masters as pledges of the good conduct and regularity in attendance of their pupils, and thus indirectly are a means of improving school discipline.

Primary School Examination Results.

Nature of Examinations.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.				
	Government Institutions.	Private Institutions under inspection.	Other Institutions.	Total.	Government Institutions.	Private Institutions under inspection.	Other Institutions.	Private Students.	Total.	Government Institutions.	Private Institutions under inspection.	Other Institutions.	Private Students.	Total.
Upper Primary School Examination { Boys	203	565	19	787	2,566	5,743	184	181	8,674	1,891	3,492	144	141	5,668
Upper Primary School Examination { Girls	5	67	6	78	31	528	24	...	583	16	344	17	...	377
Lower Primary School Examination. { Boys	739	1,897	150	2,786	5,912	11,754	868	285	18,819	4,194	7,992	610	224	13,020
Lower Primary School Examination. { Girls	10	122	10	142	64	1,007	37	...	1,108	39	719	28	...	786
Total	957	2,651	185	3,793	8,573	19,032	1,113	466	29,184	6,140	12,547	799	365	19,851

Muhammadan education.

45. In 1880-81 there were in all 11 Government schools and 9 municipal schools for the special education of Muhammadans. Of the 11 Government schools, 7 were Anglo-Vernacular middle schools and the remaining four Anglo-Vernacular primary. Salem had a municipal Anglo-Vernacular primary school and Bellary 5 municipal Hindustani schools. The towns of Tanjore, Combaconum, and Cochin had each a Municipal Hindustani school. Of aided schools with a special provision for Muhammadan pupils may be mentioned the Harris school, intended solely for Muhammadans, the mission schools at Ellore, Masulipatam, and Trichinopoly, and 210 Vernacular schools with 6,353 pupils aided on the results system, in Malabar.

Other educational facilities afforded to Muhammadans are the following:—

(*a*) Arabic and Persian have been recognized as classical languages for the Matriculation and Arts examinations from the establishment of the University, each with a maximum of marks about one-fifth as large again as that allotted to a Vernacular language.

(*b*) Muhammadan pupils pay only half fees, as noted on page 51.

(*c*) Originally three scholarships were provided for the special encouragement of Muhammadans, one being awarded on the results of the F. A. examination and two on the results of the matriculation. In 1879 four additional scholarships were sanctioned on the results of the matriculation examination, and this system, under which seven scholarships are annually awarded, still continues.

(*d*). There is a special Deputy Inspector of Muhammadan schools.

(*e*). There is an elementary Normal school in Madras for Muhammadans.

As regards the employment of Muhammadans in the public service, the Board of Revenue stated in 1875 that "every opportunity is afforded to Muhammadans to enter the public service," and expressed its opinion that "Muhammadans, as a rule, are aware that, if qualified, their claims to enter the service will meet with favourable consideration." Government observed on this "there is no reason to doubt that a great obstacle to the more general employment of Muhammadans in the public service is the absence of effort on their own part to qualify themselves educationally for other than the lowest posts." The Government, however, trusted that the efforts which were being made to promote their education would bear fruit in the near future.

As to whether the means of education now and hitherto at the command of the Muhammadans are sufficient there may be doubt. There can be none that greater use of the means available might have been made. Their primary education has been encouraged in this Presidency by the special primary standards laid down for Muhammadan schools. In these Hindustani is recognized as the Vernacular language, and the other subjects, *viz.*, arithmetic and geography, are taught and examined in in Hindustani. In the third and fourth standards an optional language comes in, and the following liberal rules apply to these standards:—

"(1) The 2nd language in the case of Hindustani-speaking Mussulmans to be either "English, Persian, or the Hindu Vernacular of the district in which the school is "situated. Only one language to be accepted."

"(2) If the Mussulmans speak a Hindu Vernacular, they are to be allowed to adopt "either English, Hindustani, or Persian as their second language."

It will be apparent, from the above, that the special requirements of Muhammadans in the matter of primary education have been considered. That the regulations have not been unsuccessful in meeting the requirements may be inferred from the significant fact that the proportion of boys at school to those of school-going age is larger for Muhammadans than for Hindus, the percentages being—

for Muhammadans	15·1
„ Hindus	13·7

These figures are found in the Report on Public Instruction in Madras for 1880-81 with the following remarks of the Director:—

"The most remarkable and unexpected result of the above calculations is that the general opinion that Muhammadans in this Presidency are behind the Hindus in the wish to educate their children is disproved, the proportionate percentage of Muhammadan boys being one-and-a-half higher than that of Hindu boys, whilst, as regard girls, it is not one-third lower. Muhammadans, however, owing perhaps to their poverty, confine the instruction of their children to the Primary standards, it would appear, far more generally than the Hindus do. Thus, whilst 18,308 Hindu boys were in superior schools against 230,689 in Primary, the numbers under Muhammadans were 792 and 20,279, respectively."

Put in another form, the general comparison stands as follows. The proportion of population to one boy at school is—

for Hindus	96·6
„ Muhammadans	87·9

With a view to ascertain not the extent, but the efficiency of the means for middle and higher education available to Mussulmans in this Presidency, we have examined the latest results for the middle school and University examinations. For the middle school examination of December last the percentages of passed to examined were as follow:—

For Brahmans	44
„ Hindus not Brahmans	35
„ Muhammadans	41

Besides pupils, 'others' are admitted to the middle school examination: these consist of pupils from classes higher than the upper fourth, for which class the examination is meant specially, and of employés. The percentages for these 'others' are—

Brahmans	32
Hindus not Brahmans	26
Muhammadans	29

It appears from these figures that Brahmans are only 3 per cent above Muhammadans; while other Hindus are *in one case 6 per cent., and in the other 3 per cent., below them.* The natural inference seems to be that the means of education up to the standard of the middle school examination *is as well adapted to Muhammadans as to Hindus.* Brahmans, as a separate class, would probably take the first place under any system.

The matriculation examination comes two years after the 'middle' school and tests the highest *school* education. The figures for the examination of December last give the following results:—

Race.	Numbers.		
	Examined.	Passed.	Percentage of passed to examined.
Brahmans	2,150	670	31·2
Hindus not Brahmans	1,066	290	27·2
Muhammadans	71	19	26·8

The percentage for Hindus not Brahmans and for Mussulmans is thus practically the same. The proportion, however, of pupils to population is found to be about three times as great for Hindus (including Brahmans) as for Muhammadans.

Proceeding to the first College examination, *i.e.*, the first examination in arts, and putting the results into the same form as for the matriculation, we find the following to be the figures :—

Race.	Numbers.		
	Examined.	Passed.	Percentage of passed to examined.
Brahmans	486	295	60·7
Hindus not Brahmans	173	86	49·7
Muhammadans	10	6	60·0

Here the percentage of passed is even more favourable to the Muhammadans than it is in the matriculation examination : but the *proportion* of candidates to population is five times as great for Hindus (including Brahmans) as for Muhammadans.*a*

Of college education beyond the first examination in arts, Muhammadans, speaking generally, do not avail themselves at all, though two, that we know of, have proceeded to the B.A. degree. There is, however, no reason to suppose that the general system of education beyond the F.A. standard is not as well suited to the Muhammadans as that below it has been shown by its results, as above particularized, to be.

The practical question seems to be whether further special help, to enable Muhammadan students to continue their education, may be possible without injustice to other sections of the people. There are at present provided, one scholarship of Rs. 15 to any Muhammadan who has passed the F.A. examination, and six of Rs. 10 each to any six Muhammadans who have passed the matriculation examination. Should, however, such special provision be extended, it would still be too limited to exercise much general influence on Muhammadan education. A suggestion recently made to the Government of India by the Muhammadan Association of Bengal, that *the funds appertaining to endowments should be applied to promote Muhammadan education*, appears to be worthy of consideration.

SCHOLARSHIPS.

46. The following extract from Standing Orders for Government schools will show the whole scheme of scholarships in force in Madras :—

"A certain number of Government scholarshps are awarded annually on the result of the Matriculation and F.A. examinations ; the substance of the rules regarding these scholarships is as follows :—

"I.—No stipendiary scholarships are given to districts in which there are colleges educating up to the B.A. degree.

"II.—In each district in which there is an institution educating up to the F.A. standard, one scholarship of Rs. 15 is awarded under the following conditions :—

(*a*) The candidate must have been a pupil at the time of examination, and for one year previous, in some institution in the district.

(*b*) At the time of the examination his age must not have exceeded twenty years.

(*c*) He must not be in receipt of any other scholarship.

a Neither here nor in the preceding para. do we burden this Report with the figures for these calculations, which, however, have been carefully worked out.

(*d*) He must engage to prosecute his studies up to the B.A. degree in some college connected with the Madras Educational Department, in which satisfactory provision is made for educating students up to the B.A. standard.
(*e*) The scholarship is tenable for two years, but is liable to be forfeited for idleness or misconduct.
(*f*) In the event of there being several eligible candidates from the same district, the scholarship will be awarded to the candidate who stands highest in the list.

"III.—In addition to the above scholarships, one scholarship of Rs. 15 is awarded to any Muhammadan, and one of Rs. 15 to any Uriya, who has passed the first arts examination, without any limitation with regard to age or district, but subject in other respects to the same conditions as the other scholarships.

"IV.—In each district in which the highest grade of school is one educating up to the Matriculation standard, one scholarship of Rs. 10 is awarded under the following conditions. In the Kurnool district six scholarships are awarded under the same conditions :—

(*a*) The candidate must have been a pupil at the time of the examination, and for one year previous, in some institution in the district.
(*b*) At the time of the examination his age must not have exceeded eighteen years.
(*c*) He must not be in receipt of any other scholarship.
(*d*) He must engage to prosecute his studies for the F.A. examination in some college or school connected with the Madras Educational Department, in which satisfactory provision is made for educating students up to the F.A. standard.
(*e*) In the event of his failing to pass the F.A. examination at the end of two years, the scholarship will be forfeited.
(*f*) In the event of his obtaining a place in the second class at the F.A. examination, the scholarship will not be increased, but will be tenable for two years longer, during which the scholarship-holder must prosecute his studies for the B.A. degree in some college connected with the Madras Educational Department, in which satisfactory provision is made for educating students up to the B.A. degree.
(*g*) In the event of his obtaining a place in the first class at the F.A. examination, the scholarship will be raised from Rs. 10 to Rs. 15, and will be similarly tenable for a further period of two years.
(*h*) The scholarship will be liable to be forfeited at any time for idleness or misconduct.
(*i*) In the event of there being several eligible candidates from the same district, the scholarship will be awarded to the candidate who stands highest in the list.

"V.—In addition to the above scholarships, six scholarships of Rs. 10 are awarded to any six Muhammadans who have passed the matriculation examination from any institution connected with the Madras Educational Department, without any limitation with regard to age or district, but subject in other respects to the same conditions as the other scholarships.

"VI.—In case of the death of a scholar, the scholarship will be awarded to the next F.A. student or Matriculate in the examination list, provided he fulfils the conditions generally, and in the matter of age was within the limit at the time of the examination.

"One Government scholarship of Rs 6 is attached to each of the Uriya middle schools in the Ganjam district, and to the Gunupur school in the Vizagapatam district, and is awarded to the best Uriya pupils of these schools. The scholarship-holders are required to proceed to the high school of Berhampore and to prosecute their studies up to the matriculation standard. The scholarships are tenable for four years, subject to the holders' passing the middle school and comparative examinations.

"[Besides these Government scholarships, there are ten endowed scholarships in connection with certain Government schools.]

"The number of free scholars in Government and aided schools is limited to five per cent., exclusive of students upon endowments. The only free scholarships given in Government schools are those coming under the following heads :—

"I.—Free scholarships, tenable for two years in any Government college or school, or with the sanction of the managers, in any Aided college or school, are awarded by the Director of Public Instruction to the first twenty pupils in the first class of the first arts list, and to the first twenty pupils in the first class of the matriculation list, who have failed to obtain stipendiary scholarships [without any limitation with regard to district] and have fulfilled all the other conditions prescribed.

"II.—A few free scholarships tenable for two years in any Government high school are awarded by the Director of Public Instruction on the result of the middle school examination, two being given to each Government middle school unconnected with a high school, and one to each Government middle school connected with a high school.

"III.—A few free scholarships are awarded by the Director of Public Instruction on the result of any comparative examinations which may be held of classes not affected by the University or middle school examinations.

"The number of these free scholarships does not exceed five per cent. of the number of candidates examined; and although some will be given to pupils in schools connected with colleges and high schools, who take high places in the list, a considerable proportion will be reserved to enable the pupils of middle schools to proceed to high schools for the purpose of matriculating.

"IV.—One free scholarship, tenable for three years in any Government school of a higher grade, will be awarded annually by the Director of Public Instruction, on the recommendation of the Inspector, to the best pupil of every second class middle school, and one tenable for four years to the best pupil of every third class middle school. The scholarship will be withdrawn for misconduct or for failure to secure annual promotion from class to class in the pupil's new school.

"V.—A free scholarship, tenable for two years in a Government college selected by the Director, will be awarded by him, on the recommendation of the Inspector of schools of the division, or the Principal of a Government college to any master holding a permanent post in the Government service, who having passed the F.A. examination desires to study for the degree of bachelor of arts. The free scholar must study the optional subject recommended by the Inspector or Principal and approved by the Director. During the tenure of the scholarship, leave of absence from his appointment will be granted on forfeiture of full pay. The scholarship will be withdrawn for misconduct or neglect of duty."

The Director has the following remarks on the subject in his last Report:—

"During 1880-81 Rs. 9,560 were expended upon scholarships in arts and secondary schools, Rs. 4,402 in special colleges and schools, and Rs. 25,650 in Normal schools. The net charge to Provincial funds under the first item is Rs. 7,098.

"The direct outlay on scholarships from Provincial funds during 1880-81 was Rs. 29,503. Deducting from this sum Rs. 840, the scholarship money paid in the Medical College and the school of Agriculture from other than educational funds, the entire direct outlay is Rs. 28,663. To this sum should be added Rs. 3,168, the approximate fee income which Government forego in free scholarships annually given on the results of the University and departmental examinations. It should be remarked here that out of Rs. 7,000, approximately, which is directly expended every year on scholarships in colleges and secondary schools, only a small proportion is utilized in enabling really needy pupils to prosecute their studies for a higher standard, as those obtaining scholarships would in most cases be the children of officials and men of means, such constituting the bulk of the attendance in superior schools. This must be the case so long as mere position determines whether a scholarship should or should not be conferred. The stipendiary scholarships are now confined to students passing the matriculation and F.A. examinations, but the free scholarships extend to the middle school examinees, *i.e.*, pupils of Government schools examined in the middle school and comparative lower fourth class examinations. It will thus be seen that the stipends are only given to encourage young men to proceed with their studies in arts colleges, and not either in higher or middle schools.

"No scholarships of any kind are given in primary schools for boys or girls." [A scheme for girls' schools has since been sanctioned and will be noticed subsequently.]

"It seems to be that the whole question of scholarships needs careful revision, in order that pupils in outlying primary schools, Government and private, should be encouraged to pursue their studies in middle, and those of middle schools, in high schools; and I trust that it may be found practicable to secure the co-operation of local fund boards and municipalities in the matter, and that I may be able to formulate a scheme during the course of next year."

It is satisfactory to note that in 1880-81 "full advantage was taken of the special scholarships for Muhammadans and Uriyas."

III.

A DESCRIPTION OF THE ACTUAL STATE OF EDUCATION IN THE MADRAS PRESIDENCY ON THE 31ST MARCH 1882, PREFACED BY A SUMMARY OF STATISTICS, &c.

The Madras Presidency forms (with the dependent native states adjoining) the southern part of India. It extends from north to south from the northern extremity of the Ganjam district in latitude 20° 18′ to the southernmost point of the district of Tinnevelly a few miles north of Cape Comorin, which is in latitude 8° 4′; and from west to east between east longitude 74° 9′ and 85° 15′ Bombay. The Nizam's dominions and the lower provinces of Bengal bound it on the north; and its eastern, southern and western sides are formed by an almost unbroken sea-coast nearly 2,000 miles in length. The whole area is about 140,000 square miles.

2. For Revenue administration the Presidency is divided into twenty-two districts, and these are grouped by the Educational Department into six Divisions or Inspectorates.

The educational divisions, districts, areas and population are as follow:—

Divisions.	Districts.	Area in square miles.	Population (Census of 1881).
First	Ganjam	8,313	1,548,696
	Vizagapatam	18,344	2,490,185
	Godaveri	7,097	1,792,866
	TOTAL	33,754	5,831,747
Second	Kistna	8,036	1,548,507
	Cuddapah	8,367	1,120,118
	Kurnool	7,358	711,555
	Bellary and Anantapur *a*	11,007	1,340,337
	TOTAL	34,768	4,720,517
Third	Nellore	8,462	1,220,335
	Madras	27	406,117
	Chingleput	2,753	985,554
	TOTAL	11,242	2,612,006
Fourth	North Arcot	7,139	1,817,561
	South Arcot	4,873	1,815,151
	Salem	7,483	1,599,427
	Trichinopoly	3,515	1,519,306
	TOTAL	23,010	6,751,445
Fifth	Tanjore	3,654	2,140,585
	Madura	9,502	2,167,381
	Tinnevelly	5,176	1,700,910
	TOTAL	18,332	6,008,876
Sixth	Coimbatore	4,732	1,658,567
	Malabar	6,002	2,333,852
	South Kanara	3,902	959,020
	Nilgiri	749	90,633
	TOTAL	18,085	5,042,072
	GRAND TOTAL	139,191	30,966,663

a Bellary has recently been divided into Bellary and Anantapur.

3. The country in general consists of a central table-land bounded by the Eastern and Western ghats, with coast-plains on the east and west. The eastern plain includes the most northern districts and the Carnatic; the western the districts of Malabar and Kanara. The little district of Nilgiri is wholly mountainous. It is through the eastern plain that all the longest rivers of southern India flow on their course to the Bay of Bengal.

4. The climate generally may be described as hot; wet on the western coast, and dry on the eastern. Except during the rains, when travelling by road is not easy in some districts, and when floods in the unbridged rivers not unfrequently interrupt traffic during their continuance, internal communication may be said to be good. Railways are being extended.

5. The masses of the people, like those of most other parts of India, belong mainly to the agricultural labouring classes and are consequently very poor. In the rural districts, the dwellings are mere huts, and other particulars relating to the conditions of the people are in keeping. In villages and the neighbourhood of towns matters grow somewhat better; and in the towns themselves, where the bulk of the inhabitants are artificers or traders, their condition is better still. Large landed proprietors and the wealthy class generally form but a very small section of the community.

6. The languages in use are for the most part those classed as "Dravidian." *Tamil* is spoken by about 14½ millions of people, in the south part of North Arcot, and throughout the districts of Madras, Chingleput, South Arcot, Trichinopoly, Tanjore, Madura, Tinnevelly, Salem and Coimbatore; *Telugu* by about 11½ millions, in the districts from Ganjam on the north to Pulicat on the south, and Bellary on the west; *Kanarese* by about 1¾ millions, in Bellary and South Kanara; *Malayalam* in Malabar by about 2¼ millions; *Uriya* in the north of Ganjam by about half a million, and *Tulu* in part of South Kanara by about 30,000. *Urdu* is spoken by the Musalmans, who number nearly two millions. Amongst the educated classes the use of English is spreading rapidly.

7. By the courtesy of the Deputy Superintendent of Census, Madras, we are enabled to append the following table showing the population according to the Census of 1881, arranged under each Religion, and the proportion of each main Section:—

		Population	Proportion.
	Hindus	28,497,666	91·43
	Muhammadans	1,933,571	6·20
Christians.	Europeans	10,842	0·03
	Eurasians	21,892	0·07
	Natives	564,004	1·81
	Others	16	0
	Not stated	114,318	0·37
		711,072	2·28
	Budhists	1 546	0·01
	Jains	24,962	0·08
	Others	395	0
	Religion not stated	1,419	0·00
	TOTAL	31,170,621*a*	

a This total is 204,958 in excess of that on page 65 and 70. The discrepancy is not accounted for.

SECTION A.

Instruction in Indigenous schools independent of Departmental aid or inspection; (a) *Elementary instruction;* (b) *advanced instruction.*

b. Indigenous education was common in this Presidency long before the advent of Europeans. Most villages had their schools; while in every large town or village with Brahman residents, and in every Hindu *Mattam* or monastery, instruction in some branches of Sanskrit learning, or in the Tamil classics and Puranas, and in theology has been from time immemorial a recognized feature. In these high class indigenous institutions the curriculum generally includes:—

I. (In Sanskrit) the Vedas, Upanishads, the Indian system of logic and various systems of philosophy, the grammar of Panini, rhetoric, the ramayanam, and other epic poems, the dramas of Kalidas and other Hindu dramatists, besides the Hindu law treating of affairs both temporal and spiritual, and the minor literature that now enters the University curriculum.

II. (In Tamil) the classical works, both literary and ethical, of the Madura Sangam or college, grammar and the system of the Saiva religion.

The high priests, called Tambirans, of the *Mattams* in the Tamil country, generally give lectures or depute their old pupils or dependent Pundits to give instruction in the various works of Tamil literature. Such occupations are considered meritorious and a part of their religious duty. The students are generally grown-up young men, intended less for secular than for clerical life. They pay no fee. On the contrary they receive food, and are almost an integral part of the religious establishment of the temples.

In the case of Brahman villages away from the seats of such Mattams, there may be found piously disposed pundits almost everywhere, generally much respected and influential, who regard it as a meritorious act to impart to the young the learning they have acquired, and a sin to sell it. Such of them as have won the confidence of the well-to-do receive, no doubt, some support and recognition. The only payment that students tender is the "Guru Dakshana" or presents that their means can command, chiefly in kind; but the students not unfrequently render personal service to the Pundits. In many cases these adventure Pundit teachers are men who have taken to teaching for the love of it. This circumstance, combined with a perfect freedom of action, secures to them a career useful, both as regards the youths of the community to which they belong, and the interests of higher culture of the indigenous kind in what remains of the old Indian literature, law and science.

Some efforts have been made to encourage such high class indigenous education, and a few fairly organised Seminaries for Sanskrit teaching have been established. The subjoined particulars of four of these may be of interest. A Sabha in Madras maintains two:—

(1) *Triplicane Veda Patasala—No of Pupils 17.*

	Rs.	A.	P.
Salary of the Pundits	99	8	0
Food for the Scholars	344	5	0
Scholarships to Scholars	64	0	0
Utensils and Cooking	12	3	0
Total per annum	520	0	0

(2) *Triplicane Sanscrit School—No. of Pupils 53.*

	Rs.	A.	P.
Salary of the Pundits	486	0	0
Sundry expense and servants	98	0	0
Total per annum	584	0	0

The fund at credit of these institutions is about Rs. 25,000. Annual rewards to Sanskrit Pundits and students after an examination are also given by this Sabha.

There is a small Sanskrit school with about twelve boys at Chillambaram, under the management of the Trustees of Patcheappa's charities, but this is only a school for beginners under one Pundit, costing no more than Rs. 10 per month, and the annual charge is met from a religious endowment of Rs. 25,000 bequeathed by the late Mr. Ponnambala Pillai.

The late Honorable V. Sadagopacharlu's Sanskrit Seminary at Conjeveram, called '*Shadagopa Nilayam*', has an endowment of Rs. 18,000. It has four Sanskrit Pundits, on monthly salaries amounting to about Rs. 50. A few scholarships, formerly given, were discontinued, as being liable to abuse. Such Brahman students as are willing to attend the Seminary regularly and receive instruction in Sanskrit literature, grammar, logic and rhetoric, together with Tamil poetry, arithmetic and composition, are taught free of charge, and the numerical strength of the school is 50 on an average. The learning of the Vedic text is optional.

(*a.*) In 1823, when enquiry was being made as to the extent of education, Mr. A. D. Campbell, Collector of Bellary, wrote a somewhat detailed account of an indigeneous school, from which the following is adapted:—

The first business of a child on entering school is to obtain a knowledge of the letters, which he learns by writing them with his finger on the ground in sand. When he becomes pretty dexterous in this, he is set to write either with an iron style on cadjan leaves, or with a reed on paper, or with a kind of pencil on a common oblong board, about a foot in width and three in length, planed smooth and smeared with a little rice and pulverized charcoal. Having attained a thorough knowledge of the letters, he next learns to write the compounds, and syllables, &c., then the names of men, villages, animals, &c., and lastly arithmetical signs. He then commits to memory an addition table, and counts from one to 100; he afterwards writes easy sums in addition and subtraction of money, measure, &c. Here great pains are taken with the scholar in teaching him the fractions of an integer, which descend not by tens as in our decimal fractions, but by fours, and are carried to a great extent. In order that these fractions, together with the arithmetical tables, may be rendered quite familiar, the boys are made to stand up twice a day in rows, and repeat the whole after one of the monitors.

The other parts of native education consist in deciphering hand-writing, in writing common letters, drawing up forms of agreement, reading fables and legendary tales, and committing various kinds of poetry to memory.

The three books which are most common in all the schools, and which are used indiscriminately by the several castes, are the Ramayanum, Maha Bharata and Bhagavata; but the children of the manufacturing class of people have, in addition to the above, books peculiar to their own religious tenets, which are all considered sacred, and are studied with a view of subserving their several religious creeds.

The lighter kind of stories, which are read for amusement, are generally the Panchatantra, &c.

The whole of the books, however, whether they treat of religion, amusement, or the principles of the languages, are in verse, and in a dialect quite distinct from that of conversation and business. The alphabets of the two dialects are the same, and he who reads the one can read, but not understand, the other also. The natives, therefore, read these (to them unintelligible) books to acquire the power of reading letters in the common dialect of business; but the poetical is quite different from the prose dialect which they speak and write: and though they

read these books, it is to the pronunciation of the syllables, not to the meaning or the construction of the words, that they attend. Indeed few teachers can explain, and still fewer scholars understand, the purport of the numerous books which they thus learn to repeat from memory. Every school boy can repeat *verbatim* a vast number of verses, of the meanings of which he knows no more than the parrot that has been taught to utter certain words. Accordingly, from studies in which he has spent many a day of laborious but fruitless toil, the native scholar gains no improvement, except the exercise of memory and the power to read and write on the common business of life; he makes no addition to his stock of useful knowledge, and acquires no moral impressions.

The above description applies equally to purely indigenous schools of the present day where they have not been affected by any extraneous influences. We have been furnished by the Director of Public Instruction with the following:—

Statement of Indigenous Schools in the Madras Presidency not yet brought under inspection.

District.	Number of Schools.	Approximate Attendance.	Remarks.
Ganjam	409	5,317	
Vizagapatam	38	798	
Godaveri	150	3,750	
Kistna	16	320	
Bellary	17	306	
Cuddapah	8	144	
Kurnool	4	80	
Nellore	26	390	
Madras	91	2,366	
Chingleput	147	2,940	
South Arcot	677	11,509	
North Arcot *a*	...	...	*a* For these four districts no returns have been received.
Salem	256	3,840	
Trichinopoly *a*	...	...	
Tanjore	456	8,664	
Madura	191	4,393	
Tinnevelly	233	5,825	
Coimbatore	36	648	
Nilgiri *a*	...	...	
Malabar	73	2,774	
South Kanara *a*	...	...	
Total	2,828	54,064	

We have been favored also with the following more complete statement, which shows all schools indigenous in character; such as have not yet been brought under the supervision of the department being in the preceding table:—

Statement showing the Statistics of Indigenous schools in the various Districts of the Madras Presidency.

No.	DISTRICTS.	Population as per census returns of 1881.	Number of villages having Indigenous schools.	Number of Indigenous schools.	Approximate number of children in Indigenous schools.	Number of teachers employed in such schools.	Number of such teachers who have masters' certificates.	Number of such teachers who have been trained in Normal schools.	NUMBER OF TEACHERS WHO ARE			Average monthly emoluments of such teachers in unaided schools.	Average remuneration given by pupils in such schools.
									MASTERS BY PROFESSION.		Adventurers.		
									Above 30 years of age.	Under 30 years of age.			
												Rs.	Rs.
1	Ganjam	1,548,696	783	929	12,153	929	9	...	490	439	...	6½	3⅝
2	Vizagapatam	2,490,185	502	582	12,172	621	42	32	355	266	...	6¼	4¾
3	Godavari	1,792,866	522	641	16,027	730	155	89	360	370	...	7	5
4	Kistna	1,548,507	304	387	7,790	410	9	1	264	135	11	3¼	2⅞
5	Bellary	1,329,807*a*	222	267	4,802	267	...	...	138	117	12	3⅝	3⅛
6	Cuddapah	1,120,118	145	165	2,892	168	1	1	67	101	...	4⅝	4
7	Kurnool	680,888*a*	58	66	1,305	74	...	...	42	21	11	4⅞	4¼
8	Nellore	1,141,636*a*	145	161	2,389	161	...	...	104	57	...	4⅛	3⅞
9	Madras	406,117	1	169	4,466	176	...	...	144	32	...	5½	5½
10	Chingleput	985,554	502	623	12,050	653	3	2	455	198	...	3⅞	2½
11	South Arcot	1,815,151	1,020	1,148	19,401	1,156	3	2	458	481	217	3⅞	3¾
12	North Arcot	1,817,561	373	536	13,863	599	74	65	368	231	...	4	3⅞
13	Salem	1,599,427	477	611	8,861	615	2	2	295	194	126	5⅛	5⅜
14	Trichinopoly	1,216,503*a*	283	367	9,845	429	84	30	172	75	182	4	3½
15	Tanjore	2,140,585	946	1,392	27,046	1,445	3	1	887	436	122	5⅝	4
16	Madura	2,167,381	560	902	20,396	987	45	40	354	56	577	2⅛	1½
17	Tinnevelly	1,700,910	715	897	22,714	959	...	...	411	424	124	4⅛	3⅛
18	Coimbatore	1,658,567	519	627	11,158	646	32	28	398	248	...	4½	3¾
19	Nilgiri	90,633	...	...	...	...	...	...	...	...	...	...	...
20	Malabar	2,326,237*a*	297	672	25,683	710	159	150	241	465	4	3⅜	3¼
21	South Kanara	955,333*a*	111	123	4,119	169	67	36	17	152	...	1⅛	1⅜
	TOTAL	30,532,662	8,485	11,264	239,136	11,904	688	480	6,020	4,498	1,386	4½	3½

a Exclusive of 10,530 in the Sundur Estate, 30,667 in the Banganpully Estate, 78,699 in Venketgiri and Polur Divisions, 302,803 in the Pudukota Estate, 7,615 in the Laccadive, and 3,687 in the Andaman Islands.

It appears from these two statements that 8,436 schools of an indigenous character, with about 185,000 pupils, have been brought into connexion with the department. Of 11,904 teachers, 688 are returned as certificated, and 480 as having been trained in Normal schools. The average emolument of teachers in unaided schools is entered as R4-8-0, towards which pupils contribute R3-8-0. The source from which the remaining rupee comes does not appear. We apprehend that the number of trained and certificated teachers, as well as the average emolument must be greatly understated, as will be further noted under Section B. 9 and 10.

The great increase in the number of schools connected with the Department of Education has been due mainly to the gradual absorption of such indigenous schools; and there are probably few except the very elderly among the masters who do not look forward to examination for result grants; and these gradually modify their teaching, to meet the requirements of the Code. In his report on elementary education, the Director states that "a considerable portion of the number of schools entered under aided and unaided belonged originally to the class of indigenous schools;" and that "in most districts they are fast losing their distinctive character or are ceasing to exist, their place being taken by elementary schools of the new type."

One of our witnesses, the Rev. L .St. Cyr, has given some interesting evidence on the subject, part of which we quote. He is speaking of 1841 and following years:—

"In all the towns and principal villages there were elementary schools. The masters were generally men of caste, honoured and respected, and in villages they were regarded as men of importance, friends and counsellors of the families, reading and writing letters for illiterate persons, revising accounts, &c. They were admitted in the home of all, and ordinarily invited to family holydays. Their conduct was generally irreproachable. In towns their salary, which was rather low, consisted of a small fee paid by every scholar. In villages the fee was in many cases paid in nature, *viz.*, with grains of different sort. They also received not unfrequently some gratifications in cloths, vegetables, &c., and commonly their condition was comfortable. These schoolmasters obtained a great authority over their scholars. They spoke little and seldom got angry. They sometimes punished bad or lazy boys, but scarcely went beyond due moderation. I have known a schoolmaster who held his school for 40 years in the same village, and during this long time enjoying the esteem and good will of all the inhabitants, and the love of the scholars who had been under his tuition. Sometimes this office of schoolmaster was hereditary in the same family. Invariably the same matters were taught in these elementary schools, *viz.*, reading, writing, calculation. They added some easy and popular songs. At first the boys learned letters, uttering them aloud and writing them on sand dust. When the boys knew how to articulate the letters well and write them on dust, they were shown to him written on cadjan leaves, and he was taught to read them and write them in cadjan leaves. In the same manner he was taught syllables and afterwards sentences, at first on sand dust, then on cadjan leaves. In those times printed books were unknown. Such a method was, no doubt, long and tedious, and required great patience in the master and great perseverance in the scholar. It was only after four or five years that the boy could read and write fluently."

SECTION B.

Primary Instruction recognized by the Department (Boys).

Primary instruction is divided by the Department into upper and lower. The standard for the latter is as follows:—

(*a*) To read at sight with facility a moderately easy book in a Vernacular language (15 *marks*).
(*b*) To write to dictation from the same (25 *marks*).
(*c*) To work sums in the first four rules of arithmetic, simple and compound, including easy miscellaneous questions (40 *marks*).

The upper primary examination includes three compulsory subjects, and any two of five optional ones.

The compulsory are:—

(*a*) Reading at sight with fluency and intelligence, and writing to dictation.
(*b*) Arihmetic including compound rules, vulgar fractions, and mental arithmetic applied to bazaar transactions.
(*c*) Geography (Asia).

The optional are the following:—

(*a*) A Vernacular language—Recitation, 200 lines to be brought up, and ability to answer questions on the meaning, subject matter and Grammar.
(*b*) A second language. Reading and construing; dictation and oral translation.
(*c*) History—India, England, or the World's History.
(*d*) Hygiene.
(*e*) Agriculture.

The full scheme for both these standards will be found on page 22, &c., of Appendix B to this report.

a 2 and 3. The extent of primary education on the 31st March 1882 is shown in the following statement:—

For purposes of comparison the totals for 1880-81 are given also.

Primary Schools and Scholars (Boys).

Years.	Government.		Aided.		Unaided.		Total.		Nationality.				
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Europeans & Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1880-81 .	1,098	41,769	5,508	150,677	5,097	90,770	11,793	283,216	1,713	20,489	237,858	20,757	2,399
1881-82 .	1,173	43,686	7,195	194,616	5,596	103,034	13,964	341,336	1,832	23,108	288,887	24,216	3,283
Increase .	75	1,917	1,687	43,939	499	12,264	2,171	58,120	119	2,619	51,029	3,469	884

There was thus the large increase during the year of 2,171 schools and 58,120 pupils, or 18·4 per cent. in schools, and 20·5 per cent. in scholars.

It is satisfactory to note that the bulk of the increase was in aided schools. The great majority of the additions to this year's numbers would have appeared in last year's report as 'unaided,' these working upwards to obtain recognition and aid, a number being transferred year after year to the class of 'aided,' while numerous previously unrecognized ones get into the list of 'unaided,' and so come under departmental influence.

The proportionate increase, in the year, according to nationalities was as follows:—

Europeans and East Indians	6·9
Native Christians	12·7
Hindoos	21·4
Muhammadans	16·7
Others	36·8

The last figure would seem to show that pupils of the lower castes are increasing more rapidly than others.

It will be seen from general return No. II prescribed by the Commission, and to be found in the Appendix, that of the 65,015 pupils in English Primary schools, 1,894 were girls; while the number of girls in Vernacular Primary boys' schools was 11,768, out of the total of 276,321, giving an aggregate of 13,662 girls in boys' schools.

4. The subjects of instruction are indicated generally in the standards above given in para. 1, but greater detail, with the text-books in use, will be found in the following extracts from the Grant-in-Aid Code and Standing Orders. It may be premised that, in ordinary Government and salary grant schools, the class termed the second is the upper primary class, whilst in result schools the corresponding class is termed the fourth standard class.

a The numbering corresponds with the sub-divisions in the 'Outline'—*Vide* p. 1.

Upper Primary Class Work in Government and Salary-Grant School, Second Class.

Subject.	Text-Book.	Portion.	Remarks.
English Reading	Garthwaite's Second English Book, English Series	The whole	The pupil's ability to construe and converse will be tested not only in the text-book but also in new sentences, containing only such words and constructions as occur in the text-book. Ability to read will be tested in *some book of equal difficulty* not previously studied, due allowances being made for words with the pronunciation of which the pupil cannot be expected to be acquainted.
English Writing	Vere Foster's, Morgan's or any series of copy books or copy slips, sold at the Central Book Depôt	Round hand	One hundred pages to be exhibited, each page to be signed and dated by the pupil.
English Dictation	The reading book in use	Sentences from the portion read	Marks will be given both for writing and spelling.
English Grammar	Oral lessons	The remaining parts of speech (*i.e.*, besides nouns, adjectives and verbs).	
Ditto	The grammatical portion of Garthwaite's Second English Reader	The whole	The pupil must be able to make easy applications of what he has learnt to the reading book.
Translation from English into the Vernacular. / Translation from the Vernacular into English.	As contained in Garthwaite's Second English Book	The whole	The pupil will be tested in translating very easy sentences, which he has not previously studied, from and into the Vernacular with the aid of a grammar and dictionary.
Vernacular Reading	Tamil, Telugu, Malayalam and Canarese, Vijiarangam's Third Reader, Madras School Series	The whole	The pupil must be able to answer questions on the meaning and subject-matter. The entertaining portions of the book will afford suitable matter for holiday tasks. The examinations will bear chiefly on the more instructive portions. Reading will be tested in some book of equal difficulty, not previously studied.
	Uriya. Hitopodesh	Parts I and II	Ditto as far as applicable.
	Hindustani. Majmuah-i-Sakhun, Part I	Prose bearing on the first 200 lines of the Poetry	Ditto ditto.
Ditto	Any Ordinary Manuscript.		
Vernacular Writing	Copy books or copy slips	Running hand	One hundred pages to be exhibited, each page to be dated and signed by the pupil.
Vernacular Dictation	Any book not read in the class, equal in difficulty to the reading book in use	Passages from any portion.	
Vernacular Poetry	Tamil, Telugu, Malayalam or Canarese. Anthology No. 1	The next 200 lines	The pupil must be able to recite the portion prescribed and to answer questions on the meaning and subject-matter.
	Uriya. Saro Sangraho	Ditto.	
	Hindustani. Majmuah-i-Sakhun, Part I.	The first 200 lines	
Vernacular Grammar	Tamil. Pope's No. I.	Pages 1—15 and 43—58	With parsing and applications of the rules to the reading book.
	Telugu. Seshayya's	Pages 15—56.	
	Malayalam. Gundert's and Garthwaite's Catechism	Etymology	
	Canarese. Catechism of Mangalore edition	The remaining half	
	Uriya. Lacey's	Pages 1—64	
	Hindustani. Sell's Khulasat-ul-Qawaneen	The whole	
Arithmetic	Vernacular translation of Colenso	Miscellanous questions in reduction and the compound rules. Greatest common measure. Least common multiple. Vulgar fractions and easy questions involving the application of them.	
Ditto	Mental	Bazar transactions.	
Geography	Vernacular translation of Duncan's Introduction to the Geography of the World	Part I. Introduction and Asia	Maps drawn during the year to be exhibited.
History	Vernacular translation of the World's History, Madras School Book Society	Chapters X—XXV.	
Agriculture	Vernacular translation of Robertson's Agricultural Class Books	Parts II and III	This subject may be studied instead of History in rural schools. It is compulsory in addition to history in elementary Normal schools and practising schools.
Hygiene	Cunningham's Sanitary Primer	The whole.	
		In Girls' Schools.	
Needle-Work	Oral and practical from the teacher	Cutting out and working on fine cloth a native man's jacket, or a native woman's jacket and petticoat finely made.	Work to be exhibited.
Singing	Ditto ditto	Left to the discretion of the teacher	The teaching of this subject is optional.

Fourth Standard Results.

Maximum of Marks.	Heads.	Tests.
		Vernacular.
8	1st Head (Reading) . .	(*a.*) To read with ease and correctness a few lines from any approved book not previously studied, equal in difficulty to the Third Book of Lessons, and also from any ordinary manuscript.
24	. . . . .	(*b.*) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of the Third Book of Lessons, or any approved reading book of equal difficulty. Fifty pages to be brought up.
32		
4	2nd Head (Writing) . .	(*a.*) To transcribe in running hand on paper a sentence from the reading book in use.
12	. . . . .	(*b.*) To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Third Book of Lessons.
16		
48	3rd Head (Arithmetic) .	Miscellaneous questions in the compound rules and reduction, easy questions in vulgar fractions, mental arithmetic applied to bazar transactions. In Vernacular Schools the questions will bear exclusively on the Indian tables published by the Director of Public Instruction, including the native multiplication table of integers and fractions marked A, and the table used in native bazars marked B.
4	4th Head (Poetry) . .	(*a.*) To recite a few lines from any approved book of poetry or moral aphorisms equal in difficulty to the Poetical Anthology No. I. Two hundred lines to be brought up not including any brought up under the previous standards.
12	. . . . .	(*b.*) To answer questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
16		
24	5th Head (Grammar) .	To answer questions in any approved elementary grammar, with parsing and application of the rules to the reading book.
24	6th Head (Geography) .	An elementary knowledge of the Geography of Asia, as contained in Duncan's Introduction to the Geography of the World, Part I, or any approved Geographical Primer.
		English.
12	7th Head (Reading) . .	(*a.*) To read a few lines from any approved book, not previously studied, equal in difficulty to the Second Book of Reading of the Madras School Book Society.
36	. . . . .	(*b.*) To construe a passage from the Second Book of Reading, or any approved book of equal length and difficulty, previously prepared.
48		
8	8th Head (Writing) . .	(*a.*) To submit a full copy-book in round hand, each page to be signed and dated by the pupil.
16	. . . . .	(*b.*) To write from dictation sentences from the English reading book in use.
24		
12	9th Head (Grammar) .	(*a.*) Simple questions on Etymology with parsing and easy applications of the rules to the reading book.
12	. . . . .	(*b.*) Oral translation of very easy sentences into English.
24		
		Alternative Vernacular Subject.
48	10th Head (History) . .	The leading facts of the History of India from the fall of Seringapatam in 1799 to the abolition of the East India Company's political power in 1858, as contained in any approved elementary history, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
48	11th Head (Hygiene) .	W. E. Dhanakoti Raju's Elements of Hygiene or any approved book containing easy lessons on the preservation of health.
48	12th Head (Agricultured) .	Robertson's Agricultural Class-Book or any other approved book.

[Note.—A school can gain a grant without English.]

The number of pupils learning each language on the 31st March 1882 is returned as follows:—

Schools.	Total of pupils.	Number learning		
		English.	A classical language.	A Vernacular language.
Government	43,686	8,975	347	43,432
Aided	194,616	22,578	917	192,689
Unaided	103,034	4,481	1,231	102,887
Total .	341,336	36,034	2,495	339,008

5. The standards of the two primary examinations are shown above in para. 1. The statistics for these examinations for 1880-81 and 1881-82 are given in the following statement.

Primary Examination Results.

	Nature of Examination.	No. of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Percentage of passed scholars to total number at the beginning of the year on the rolls of the class examined.		Other Institutions.
		Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Aided Institutions.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1880-81.	Upper Primary . .	203	565	19	787	2,566	5,743	184	181	8,674	1,891	3,492	144	141	5,668	42·6	30·9	Not ascertainable.
	Lower Primary . .	739	1,897	150	2,786	5,912	11,754	868	285	18,819	4,194	7,992	610	224	13,020	49·6	4·6	
	Total . .	942	2,462	169	3,573	8,478	17,497	1,052	466	27,493	6,085	11,484	754	365	18,688	...	...	
1881-82.	Upper Primary . .	276	709	64	1,049	2,982	6,211	494	73	9,760	2,102	3,981	278	51	6,412	48	31	
	Lower Primary . .	852	2,285	320	3,457	6,272	13,861	1,238	115	21,486	4,667	9,350	795	87	14,899	13	4	
	Total . .	1,128	2,994	384	4,506	9,254	20,072	1,732	188	31,246	6,769	13,331	1,073	138	21,311	...	...	

[Note.—The creed of passed scholars is not ascertainable.]

Looking first at the upper primary, the total number of examinees rose from 8,674 in 1880-81, to 9,760 in 1881-82, and the number of passes from 5,668 to 6,412. For the lower examination the numbers were 18,819 examined, with 13,020 passed in 1880-81, against 21,486 examined, and 14,899 passed in 1881-82.

The Director's opinion of the value of these examinations is recorded on page 57. They are held under the orders of the Government of India, but there is a strong opinion in some quarters that they are rather an injury than a benefit. In particular, the publication in the *Gazettes* of the names of those passing the upper primary examination is objected to; as is also the rule that promotions must be made only in accordance with the results. Hitherto this regulation has not been at all rigidly enforced; but it is the principle that is called in question.

One of our most experienced witnesses expressess himself as follows:—

"I regard with much apprehension the policy which makes promotions from class to class dependent on the results of public examinations extending over a whole province.

"One of the chief objections to extending the system of public examinations downwards to the earlier years of school-life is the strain it puts on the physique of pupils. To young men and women whose bodies and minds are approaching maturity, public examinations are a sufficiently trying ordeal. But when applied to little boys and girls, they come to be a refined species of torture, which cannot fail in many cases to sow the seeds of future disorder to brain, or heart or digestion.

Among the school-going classes of this country the idea is already far too prevalent that public examinations constitute education. The tests of knowledge are looked upon as of far more moment than knowledge itself. If he is to advance to higher instruction, the people must, some time or other, be brought in contact with the stimulus of public examinations; but it seems to me very desirable that in early years this stimulus should be kept in the back-ground as much as possible, and that the youthful mind should be familiarized betimes with the idea that knowledge is valuable for its own sake."

6, 7. In primary schools that are departments of higher institutions, the supply of apparatus and furniture is generally fairly sufficient, but the vast majority of result schools are miserably supplied. The suggestion has been made, that the expenditure of a portion of the grant in purchasing a board, one or two maps, slates, &c., should be insisted on; this, however, has never been adopted. Primary schools generally have no libraries, nor would books be of use except to the master himself, and not always to him.

School accommodation for result schools is on a par with the apparatus. An open pyal or raised verandah facing the street is among the best of the places provided. Sometimes a dark room is used. We believe that Inspecting officers not unfrequently hold their examinations under a tree. Occasionally, where a well-to-do man has children in the school, a portion of his house is appropriated for its accommodation. A shed, used for cattle at night, sometimes does duty as a school-room by day. Where local fund boards and municipalities have schools, there is generally fair, and sometimes good accommodation, but the village teacher is too poor to invest capital in a building. If he can secure the use of a Chuttram or of a Muntapam he is fortunate:—

8. With regard to the marking of attendance, the result Code is precise and stringent, the following being among the rules laid down.

Regular registers of admissions, attendance, and fee collections shall be kept and shall be submitted for inspection when demanded.

The attendance registers must be marked every time that the school meets.

The village or house-name of the pupils must be written in full in all the registers, and when there are two pupils of the same name, the father's name must be added. No entries are to be made in pencil, to be inked over afterwards. There must be no blanks or erasures. If any error has been made it must be corrected by a foot-note. And in every case the register produced must be the original register, and not a fair copy.

Every register must have the pages numbered before any entries are made in it.

Any falsification of the registers, any misrepresentation regarding the fees and attendance, any deception in the presentation of pupils, and any other fraud or irregularity, shall be similarly reported after the completion of the examination, and the countersigning officer will have the power to withhold the grant in such cases and to take any ulterior measures which the occasion may appear to him to demand.

The officers termed 'Inspecting Schoolmasters' have it as an important part of their duty to examine the registers on their visits to the schools; and the Deputy Inspectors, who examine most primary schools for result grants, check the registers, and send any suspicious ones to the Inspector, or report any suspicious circumstances. Some local fund boards have adopted the plan of printing registers, and supplying them to masters at cost price, their use being made compulsory. These various provisions tend to secure reliability in the registers, but instances come to light occasionally showing that all are not trustwothy. In such cases the offending master is made an example of by the withholding of the whole or of a portion of the grant he would otherwise have received.

9. Provision is made for the training of teachers of primary boys' schools in 28 Normal schools, of which one is a Government institution, three are aided and twenty-four are supported by local funds. The number of pupils in these on the 31st March last was 770. Of these, 166 learnt English, 14 a classical, and 763 a Vernacular language, three-fourths were thus being prepared for teaching in the Vernacular only. Of the 770 pupils, 167 were Native Christians, 561 Hindus, 41 Mussalmans and *one* was Eurasian or European. The standard aimed at in these schools is what is termed the "special upper primary examination," the exact curriculum for which may be found on page 11 of Appendix B. to this report.

It will be seen from the statement in Section A, that the number of teachers employed in indigenous schools is returned as 11,904, of whom 688 hold certificates, and 480 have been trained in Normal schools. We have already stated that the two latter numbers seem to be below the actuals. As a means of applying a test we have examined the reports from 1859-60, to ascertain the number of persons who have passed the 4th and 5th grades of the teachers' certificate examinations, and we find it to be as follows:—

Year.	Number Passed.		Remarks.
	a 4th Grade.	*a* 5th Grade.	
1859-60	31	83	*a* These examinations were called *the* 8th and 9th Grade respectively up to 1864-65. The subsequent 4th and 5th nearly corresponded.
1860-61	Not available.		
1861-62			
1862-63	13	91	
1863-64	20	113	
1864-65	90	164	
1865-66	36	229	
1866-67	34	115	
1867-68	54	124	
1868-69	28	217	
1869-70	93	413	
1870-71	98	265	
1871-72	104	359	
1872-73	50	317	
1873-74	97	290	
1874-75	65	194	
1875-76	49	216	
1876-77	34	118	
1877-78	12	191	
1878-79	43	209	
1879-80	53	226	
1880-81	.....*c*	232*b*	*b* Special Upper Primary.
1881-82		457*b*	*c* The middle school has superseded the fourth grade examination, and in the published lists teachers are not distinguished.
Total	1,004	4,823	

We have thus considerably over 5,000 actually passed the certificate examinations for primary teachers in these 23 years. Allowing 50 per cent. for casualties, leaving the profession of a teacher, and rising to work in secondary schools, there are left some 2,500 as the number of certificated teachers that must be actually at work in primary schools. The number of elementary Normal schools has rapidly increased of late years, and is still being added to, and at a moderate estimate, some 500 trained teachers are now being sent out annually. The further development that must follow the present policy seems to promise sufficient provision for the training of elementary teachers.

Their pay and prospects have improved. The three main classes of schools in which they are engaged are

(*a.*) Private schools.

(*b.*)—Combined schools of local fund boards and municipalities.

(*c.*)—Salary do. do.

The latest statistics, for 1881-82, give 8,076 as the number of primary schools that received results-grants, the total amount paid being Rs. 3,51,559, giving an average per school of Rs. 43-8-6, or Rs. 3-10-0 per mensem. If to this be added the average fee payment as retunred in the table in the preceding section, the average income of a village school-teacher would appear to be about Rs. 7 per mensem.

Teachers in combined schools hold a higher position, first from being the servants of local fund boards or of municipalities; and secondly from a certain monthly salary being assured. The fixed salary of schoolmasters in combined schools averages about Rs. 5, and their contingent salary probably about Rs. 2-8-0.

In local fund and municipal salary schools, the salaries vary from Rs. 5 for an assistant, to Rs. 10, or Rs. 12 for a head-master. Some boards, however, pay much more; in the Saidapett local fund primary school, for example, the salaries rise as high as Rs. 25. Generally only masters who have passed the matriculation examination can secure salaries of Rs. 18 or Rs. 20.

The following extract from para. 28 of the Grant-in-Aid Code [*Vide* page 4, of Appendix B.] shows the scale of pay, &c., of teachers of primary classes.

School and Class.	Qualifications expected.	Salaries Contemplated.	
		From	To
Upper Primary.			
Second	Matriculate or 4th Grade .	20	30
Lower Primary.			
First	Matriculate or 4th Grade .	15	20
Preparatory B (Vernacular) . . .	4th or 5th Grade . . .	10	15
Do. A (Do.) . . .	5th Grade	7	10

10. The expenditure in boys' primary schools is returned as follows:—

Expenditure on Primary Education (boys) in 1881-82.

COMPARED WITH 1880-81.

		Government (including L. F. and Municipal) Institutions.							Aided Institutions.								Unaided Institutions under Regular Inspection.				
		Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Endowments.	Other Sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Endowments.	Subscriptions.	Fees.	Other Sources.	Total.
		2*a*	2*b*	2*c*	2*d*	2*e*	2*f*	2	3*a*	3*b*	3*c*	3*d*	3*e*	3*f*	3*g*	3	4*a*	4*b*	4*c*	4*d*	4
1881-82.	English	51,108	53,536	14,365	41,304	36,027	-1,709	1,94,631	38,911	35,008	19,735	1,16,168	601	9,929	89,325	3,09,677	722	1,412	17,684	7,980	27,798
	Vernacular	7,135	95,268	8,283	9,963	...	579	1,21,228	27,496	2,22,635	20,007	1,93,213	315	2,476	88,503	5,54,645	2,312	...	1,28,610	50,413	1,81,335
	TOTAL	58,243	1,48,804	22,648	51,267	36,027	-1,130	3,15,859	66,407	2,57,643	39,742	3,09,381	916	12,405	1,77,828	8,64,322	3,034	1,412	1,46,294	58,393	2,09,133
1880-81.	English	53,059	43,906	14,749	38,160	29,229	21,482	2,00,585	38,981	26,400	16,467	1,00,976	...	13,092	91,631	2,87,547	903	...	18,553	11,060	30,516
	Vernacular	7,512	1,06,753	8,343	12,060	...	662	1,35,330	19,069	1,51,610	15,615	1,51,218	...	1,022	65,803	4,04,337	2,412	...	1,20,430	48,407	1,71,249
	TOTAL	60,571	150,659	23,092	50,220	29,229	22,144	3,35,915	58,050	1,78,010	32,082	2,52,194	...*a*	14,114	1,57,434	6,91,884	3,315	...	1,38,983	59,467	2,01,765

a Previous to 1881-82 'Subscriptions' were entered under 'Other Sources.'

The expenditure on Government primary schools was thus Rs. 315,859, showing a decrease of Rs. 20,056 on the year preceding. The total was made up of the following contributions :—

	Rs.	
Provincial revenues	58,243	This gives an excess of Rs. 1,130, made up, probably, of fees carried to credit.
Local rates	1,48,804	
Municipal rates	22,648	
Fees	51,267	
Endowments	36,027	

Aided institutions show a largely increased expenditure, the total being Rs. 864,322, again, Rs. 6,91,884 in 1880-81, every item except 'endowments,' having a larger total, thus,—

		From		To		
Provincial revenues . . .	rose Rs.	58,050	Rs.	66,407	or by 14·4	per cent.
Local rates	„ „	178,010	„	257,643	„ 44·7	„
Municipal rates	„ „	32,082	„	39,742	„ 23·8	„
Fees	„ „	252,194	„	309,381	„ 22·6	„
Other sources.	„ „	157,434	„	177,828	„ 12·9	„

The two great increases were thus in local and municipal rates, and fees. Both these facts may be regarded with satisfaction, seeing that it is to local and municipal funds that primary education must look for its extension; while the more the people contribute in the way of fees the greater is the appreciation shown of education, assuming always that there are no prohibitive rates laid down, and such would, as a matter of fact, defeat the object of their imposition, besides placing an obstacle in the way of the spread of education.

Financial returns from unaided institutions, except for the few of the higher class, are, we believe, little to be depended on. Their numerical returns may be and are checked, and we think that they may be trusted as generally correct; but it is not so with the financial. The village schoolmaster keeps no accounts, and knows little more of his receipts than that he manages to live on them, eked out by presents, and payments for odd jobs such as writing petitions, &c. Moreover, when he is called on to fill up a statement, he has a suspicion that any flourishing account of his income would have the effect of reducing his possible grant. On the other hand, when schools applying for grants are under managers, who start them as a speculation, paying teachers small stipends and themselves appropriating the grants, there is a strong temptation to exaggerate the expenditure, with a view to strengthening the claim for a grant. On the whole, therefore, we consider the financial returns of unaided primary schools to be exceedingly unreliable. Taking the figures in the above table for what they may be worth, they give an increased expenditure during 1881-82 of about Rs. 8,000 on two lakhs.

11. *Fees.*—The rates of fee in the primary classes of Government and aided schools are given in full on page 50. The rates in local fund and municipal schools, being left to each local body, vary, the general tendency being to fix them very low. Moreover, Result schools are under no restriction as to their rates of fee: there is, however, the general proviso in the rules for result grants that "amongst schools otherwise equally eligible a preference will be given to those in which school fees are levied and trustworthy returns of such fees are submitted."

One of our witnesses, Mr. H. S. Thomas, M. C. S. of the Board of Revenue, expresses himself on the impolicy of the option left to L. F. Boards in the following words :—

"Considering that the local fund boards are only another name for Government, it will be a contradiction in terms for Government to raise the school fees in the few institutions directly under its management up to a rate that will be just both to the private enducationist and the tax-payer, and yet to leave it to the local authorities in all the numerous schools all over the country indirectly under Government to wholly neutralise their policy by levying slight or no fees at will."

In Government and salary grant schools five per cent. of the whole number of pupils, exclusive of any on endowments, may be free scholars. There are no other recognized exemptions from payment.

Fees collected in Government schools are paid into the local treasury and credited to Government like any other item of revenue. A similar course is followed in L. F. and municipal schools. In aided schools fees form part of the receipts of the managers, or of the income of the master, as the case may be.

12. Scholarships and Prizes.—No scholarships of any kind are given in primary schools for boys (*vide page 63*). The Director of Public Instruction has it in view, however, to formulate a scheme during the current year.

Prizes are distributed annually in most schools of a public or a *quasi* public character. The *Madras School Book and Vernacular Literature Society* has done, and is still doing, further good service by publishing, at a very small cost, in the Vernacular languages, books that make excellent prizes for primary schools.

General Remarks.—Primary education in Madras appears to be on a sound basis. The schools shown are not 'paper schools,' and their work is submitted to a real test, by which the extent to which they are aided is determined. The system, or rather the systems, have been developed gradually and an experience gained. These systems will be dwelt on in the proper place, more particularly in section H. Among the requirements for improvement and extension are:—

(1) More localized management, probably under district superintendents. Local management would secure interest and supply a check to abuses, while a superintendent for each district could keep the whole of his charge well in hand. The ranges of the present Deputy Inspectors of Schools are generally too large. With a superintendent for each district it might be possible to reduce the number of Inspectors, each of whom would have a certain number of superintendents under him; his duties would thus become more of control with less of individual inspection; he would, in fact, become a Deputy Director.

(2) In the next place improved masters are a pressing want. For the training of these some addition to the number of local Normal schools seems to be required. There has been a considerable increase in their number, and they are, we believe, generally well organized and worked: a still further development of the system is a desideratum. On this point there is a pretty general consensus of opinion amongst our witnesses, though some of them hold an opposite view. For the further increase of Normal schools, as well as for an increase in the number of locally managed or aided schools, additional expenditure is of course required. It appears, however, that by no means the whole of the local funds properly assignable to education have been hitherto devoted to that object. In his Report on elementary education, the Director says:—

"At present not above one-twelfth of the proceeds of the land cess are being expended on education, whilst the fair proportion of this cess to be so expended is one-sixth. A few Local Boards, however, are already spending more than one-sixth, *viz.*, the Malabar and South Kanara and the Godaveri Boards. In the former districts ample funds are at present available for the extension of elementary education, but in the latter either a larger share than one-sixth of the land cess must be assigned to education, or a special tax introduced, if educational effort is to be much extended.

"Only 5 per cent. of available income is on the average expended upon education in mofussil municipalities, although one municipality is expending as much as 20 per cent. and three others 10 per cent. Assuming that 15 per cent. of municipal income should, exclusive of fees, be devoted to education, it follows that, in most towns, funds should be available for greatly extending education. From the result obtained in some municipalities, there is, however, reason to believe that adequate provision could be made in most municipalities without, in the course of a few years, involving any appreciable outlay from municipal funds, municipal elementary schools having a fair prospect of becoming self-supporting by means of fee revenue and grants from provincial funds for the upper primary standard."

SECTION C.

Secondary Instruction [Boys]—(*a*) *Middle Schools.* (*b*) *High Schools.*

Secondary education in Government and Salary Grant schools begins in the middle school, in the class termed the third, which is next above the upper primary, and it ends in the matriculation class.

It is carried on in five classes, thus :—

High schools.	Matriculation (or VIth class). Fifth class.
Middle school.	Upper Fourth (7th Results) class. Lower Fourth (6th „) „ Third (5th „) „

The standard for the matriculation class is prescribed by the University; that for the third by the Director of Public Instruction. The two standards will show the superior and inferior limits of secondary instruction in this Presidency. They are as follow :—

MATRICULATION CLASS.

i. ENGLISH LANGUAGE,

in which each candidate must undergo examination.

ii. OPTIONAL LANGUAGE.

One of the following languages at the option of the candidate :—

Sanskrit.*	Arabic.	Telugu.	Urdu.
Greek.	Persian.	Kanarese.	Uriya.
Latin.	Tamil.	Malayalam.	

iii. MATHEMATICS.

(*a.*) *Arithmetic.*—The first four rules, reduction, vulgar and decimal fractions, proportion, practice, extraction of the square root, interest.

(*b.*) *Algebra.*—addition, subtraction, multiplication, division, involution and evolution of algebraical quantities, and simple equations with easy problems.

(*c.*) *Geometry.*—The first three books of Euclid with easy deductions.

iv. GENERAL KNOWLEDGE.

(*a.*) The leading facts of the History of India.

(*b.*) General Geography and the Geography of India in particular.

(*c.*) Chemistry.—Prof. Roscoe's *Chemistry* to the end of Art. 52 (Science Primer Series).

(*d.*) Elements of Physics—Prof. Balfour Stewart's *Physics* (Science Primer Series), first 67 paragraphs.

There shall be two papers of questions in the English language, one of which shall bear exclusively upon the selected text-books, and the other contain a piece or pieces for paraphrase not selected from the text-books, and questions on the language generally.

In the second language there shall also be two papers, of which one shall contain questions on the text-books, and on the grammar, structure, and idiom of the language, while the other shall consist wholly of passages for translation from English into the second language, and from the second language into English, with the addition, in the case of Vernacular languages, of original composition.

The passage for translation from English into the Vernacular shall be the same for all languages. The passages for translation from the second language into English shall consist partly of extracts from the text-books and partly of extracts of somewhat less difficulty from other authors.

* In the Deva Nagari character only.

THIRD CLASS.

Subject.	Text-Book.	Portion.	Remarks.
English Reading	Marden's Third Reader, English Series	The whole	The pupil's ability to construe and converse will be tested not only in the text-book, but also in new sentences, containing only such words and constructions as the pupil has learned. Appendix A will afford matter for holiday tasks. The dialogues must be learnt by heart. Ability to read will be tested in *some book of equal difficulty*, not previously studied, due allowances being made for words with the pronunciation of which the pupil cannot be expected to be acquainted.
English Writing	Vere Foster's Morgan's or any series of copy books or copy slips sold at the Central Book Depôt.	Small hand	One hundred pages to be exhibited, each page to be signed and dated by the pupil.
English Dictation	The reading book in use	Short passages from the portion read	Marks will be given both for writing and reading.
Do.	Do. Appendix C	The whole of the words given, especially those which are alike in sound, but which differ in spelling and meaning.	
English Grammar	Grammatical Primer C. V. E. S. or Morgan's Elementary Grammar.	The whole.	
Translation from English into the Vernacular. Translation from the Vernacular into English.	The exercises in Appendix E of Marden's Third Reader.	The whole	The pupil will be tested in translating easy sentences or passages, which he has not previously seen, but of the same degree of difficulty as those in Appendix E, from and into the vernacular, with the aid of a grammar and dictionary.
Vernacular Reading	Tamil, Telugu, Malayalam, and Canarese Krishnamachariar's Fourth Reader, Madras School Series.	The whole	The pupil must be able to answer questions on the meaning and subject matter. The entertaining portions of the book will afford suitable matter for holiday tasks. The examination will bear chiefly on the more instructive portions. The pupil will be required to read a few lines of poetry, not previously studied, equal in difficulty to the Anthology No. I.
	Uriya, Hitopodesh	Parts III and IV	Do. as far as applicable.
	Persian, Majmuah-i-Salees, Harris School edition	The whole	Do. do.
Vernacular Writing			Books of school exercises to be exhibited, each page to be dated and signed by the pupil.
Vernacular Dictation	Tamil, Telugu, Malayalam, Canarese, and Uriya. Any book, not read in the class, equal in difficulty to the reading book in use.	Passages from any portion	Marks will be given both for writing and spelling.
	Persian, Majmuah-i-Salees, Harris School edition	Any passage from part read.	
Vernacular Poetry	Tamil, Anthology No. II.	Stanzas 1—59	The pupil must be able to recite the portion prescribed and to answer questions on the meaning and subject matter.
	Telugu, Nala Charitram	Pages 1—12	
	Malayalam, Panchatantram (Garthwaite's edition.)	Part 1	
	Canarese, Poetical Anthology, published by the Basel Mission Press.	Stanzas 1—150	
	Uriya, Ramayana, Sundra Kanda	Pages 1—20	
Vernacular Grammar	Tamil, Mahalingayya's	Pages 1—40.	
	Telugu, Venkayya's	Pages 1—18.	
	Malayalam, Garthwaite's and Gundert's Catechism.	To the end.	
	Canarese, Catechism of Mangalore edition	Revision of the whole.	
	Uriya, Lacey's	64—100 with revision of the whole.	
	Persian, Seil's Zubdut-ul-Quawaneen	Page 26 to the end.	
Arithmetic	Vernacular translation of Colenso	Miscellaneous questions in the compound rules and vulgar fractions. Decimal fractions and any easy questions involving the application of them.	
Geography	Vernacular translation of Duncan's Introduction to the Geography of the World.	Part II, Europe	Maps drawn during the year to be exhibited.
History	Vernacular translation of the World's History, Madras School Book Society.	Chapter XXVI—XLV.	
Agriculture	Robertson's Agricultural Class Book	Parts IV, V, and VI	This subject may be read instead of History in rural schools.

2-3. The extent of Secondary instruction on the 31st March 1882 and 1881 is shown in the following comparative statement:—

		Government.		Aided.		Unaided.		Total.		Nationality.				
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
High	1881-82	22	1,142	51	3,132	12	699	85	4,973	191	402	4,244	117	19
	1880-81	22	1,251	51	2,789	3	271	76	4,311	171	310	3,726	98	6
	Increase	...	—109	...	43	9	428	9	662	20	92	518	19	13
Middle	1881-82	134	5,263	221	10,429	305	4,055	*a*660	19,747	791	1,604	16,518	727	107
	1880-81	126	4,513	133	8,445	145	2,687	*b*404	15,645	701	1,141	13,088	668	47
	Increase	8	750	88	1,984	160	1,368	256	4,102	90	463	3,430	59	60

a Of the 660 schools, 118 were Vernacular, 4 Government, 21 aided, and 93 unaided with 511 pupils.
b Of the 404, 34 were Vernacular schools all unaided—with 179 pupils.

High schools increased in number during the year from 76 to 85, the increase being entirely in the unaided class. The total number of pupils rose from 4,311 to 4,973, but the number in Government schools fell from 1,251 to 1,142, a result due probably to the smaller number from Government schools that passed the middle school examination, which regulates promotions into the high school. These numbers for the two years were—

	No. Examined.	No. Passed.
For 1880-81	869	526
„ 1881-82	838	439

In middle school instruction there was the very large increase during the year of 256 schools and 4,102 pupils, or 63·3 per cent. in schools, and 26·2 per cent. in pupils. A great part of the increase was, we believe, due to the extension of the system of payment by results to three classes higher than before, namely, to the standard of the middle school examination. This step enabled many schools that had been unable, from the restrictions imposed, to obtain salary grants, to apply for aid under the result system. Under the regulations for application in Form C and subsequent registration, a sudden increase in the number of *aided* middle schools was not possible, hence the large increase of 160 in the 'unaided' class. These would be eligible for aid during 1882-83. Many of these schools would also be very small ones, parts, really, of primary schools, the masters of which would be tempted, by the large grants *c* offered, to take on a few pupils to the 5th, 6th, and 7th standards. This will account for the percentage of increase in middle schools, 63·3, being so much higher than in pupils, 26·3.

Looking at the nationality of pupils the rates of increase during the year are found to be as follows:—

	High.	Middle.	Secondary instruction generally.
Europeans and Eurasians	11·7	12·8	12·6
Native Christians	29·7	40·5	38·2
Hindus	14·1	26·2	23·4
Muhammadans	18·3	8·8	10·1
Others	216·6	127·6	135·8

c The possible grants per pupil are as follow:—
Fifth Standard . Rs. 18
Sixth „ . „ 20
Seventh „ . „ 25

Reference to the table will show that the absolute number of 'others' is small. The most remarkable increase is in the number of native Christians, their comparative number being also considerable, about one-twelfth of the total in both high and middle schools. Hindus of course form the great bulk of the pupils, about six-sevenths in high schools, and nearly as large a proportion in middle schools.

The number of Muhammadans rose from 98 to 117 in high schools, and from 668 to 727 in middle, the proportion of increase in the former case being considerably the higher. This may be noted as a promising feature, as far as it goes, the proportion of Musalman pupils having hitherto been the less the higher the stage of education, as shown on pages 60 and 61.

3. (*a.*) No special measures have been adopted in Madras for the education of sons of native chiefs. The Court of Wards does, however, provide that all minors under its care are educated, by means of private tutors, where the estates are large and admit of the necessary expenditure; in other cases in schools the Collectors of districts having it in their charge to look after the latter. On request, the Secretary to the Board of Revenue has favoured us with the last report to Government by the Courts of Wards, from which we gather that there were seven female minors, one of unsound mind, three precluded by their age and position from being instructed, and three under private tuition.

Of the male wards two were of unsound mind, two too young to receive instruction, two were under the tuition of Mr. Gell at Madras, and the others, 33 in number, were reading in local schools, assisted in some cases by private tutors.

The special measures taken for the education of Musalmans have already been given in some detail on pages 59, &c., and do not call for further remark here.

The children of peasants have no special provision made for their education. The schools are open to them, but they have more pressing wants than education, and but few find time for it. As stated by the Director of Public Instruction, in a quotation on page 32, 'the classes who are taking advantage of schools are the well-to-do classes, and not the masses of the labouring population.'

4. The subjects of instruction in secondary schools in the highest and lowest classes, are given in para. 1. The course for the other classes, with the text-books, is as follows:—

Subject.	Text-Book.	Portion.	Remarks.
	LOWER FOURTH CLASS (*The next above the third*).		
English Reading	Barrow's Fourth Reader, English Series	The whole	The pupil's ability to construe and converse will be tested, not only in the text-book, but also in new sentences containing only such words and constructions, as the pupil has learned. The book contains a tale to be read during the holidays. The dialogues must be learnt by heart. Ability to read will be tested in some book of equal difficulty, not previously studied.
English Writing	.....	.....	Books of school exercises to be exhibited, each page to be dated and signed by the pupil.
English Dictation	The reading book in use, or any other of equal difficulty.	Passages from portion not read.	
Do.	Difficult words in common use selected by the teacher.	The words may be taken from Laurie's New Manual of English spelling, Webster's Guide to English spelling, or any similar book.	Lists of those words should be written out by the pupils, pending their insertion in a new edition of the Fourth Reader.
English Grammar	Manual of English Grammar C. V. E. S.	Pages 1—69.	
Translation from English into the Vernacular.	The exercises in Appendix E of Barrow's Fourth Reader.	The whole	The pupil will be tested in translating passages, which he has not previously seen but of the same degree of difficulty as those in Appendix E from and into the Vernacular with the aid of a grammar and dictionary. He will also be tested in translating somewhat easier passages without such aid.
Translation from the Vernacular into English.			
Vernacular Reading and Text-Book	Tamil, Anthology No. II	Stanzas 60—138	The pupil must be able to recite the portion prescribed and to answer questions on the meaning and subject matter. The pupil will be required to read a few lines of poetry, not previously studied, equal in difficulty to the text-book.
	Telugu, Nala Charitram	Pages 13—30	
	Malayalam, Panchatantram (Garthwaite's edition)	The remaining portion	
	Canarese, Poetical Anthology, published by the Basel Mission Press.	Stanzas 151—350	
	Uriya, Ramayana, Sundra Kanda	Pages 20—49	
	Persian, Gulistan, Expurgated edition	Chapter I	
Vernacular Composition	A letter or petition	Any subject named by the teacher	Marks will be given for writing and spelling as well as for matter and style.
Vernacular Grammar	Tamil, Mahalingayya's	Pages 41—70.	
	Telugu, Venkayya's	Pages 19—36.	
	Malayalam, Gundert's and Garthwaite's Catechism of Malayalam Grammar, Diglot edition.	The portion learned in Malayalam to be revised in the English on the opposite page.	
	Canarese, Sala Vyakaranam	Pages 1—41.	
	Uriya, Sadhanandha Doss's	Pages 1—15.	
	Persian, Sell's Zubdut-ul-Qawaneen	Page 26 to the end.	
Arithmetic	Barnard Smith's and Bradshaw's	Practice and simple proportion; revision of previous rules and miscellaneous questions in the compound rules and vulgar and decimal fractions.	

Geometry	Euclid	Book I to the end of the 16th proposition both in the Vernacular and in English.	
Geography	Clyde's Elementary Geography	Asia	Maps drawn during the year to be exhibited.
Do.	Duncan's Geography of India	Pages 1—51, paras. 1—84.	
History of India	Dr. W. W. Hunter's	About 60 pages.	
History of England	Miss Edith Thompson's	To the accession of Henry II.	
	UPPER FOURTH CLASS.		
English Reading	Bradshaw's Fifth Reader, English Series	The whole	The pupil's ability to construe and converse will be tested not only in the text-book, but also in new sentences containing only such words and constructions as the pupil has learned. Suitable matter for holiday tasks will be found in the book. The dialogues and poetry must be learnt by heart.
English Writing			Books of school exercises to be exhibited. Each page to be dated and signed by the pupil.
English Dictation	The reading book in use or any other of equal difficulty.	Passages from portion not read	Marks will be given both for writing and spelling.
Do.	Difficult words in common use selected by the teacher	The words may be taken from Laurie's New Manual of English spelling, Webster's Guide to English spelling or any similar book.	
English Grammar	Manual of English Grammar, C. V. E. S.	Pages 69—176.	
Translation from English into the Vernacular.	The Exercises in Bradshaw's Fifth Reader, English Series.	The whole	The pupil will be tested in translating passages which he has not previously seen, but of the same degree of difficulty as those in the text-book from and into the vernacular with the aid of a grammar and dictionary. He will also be tested in translating somewhat easier passages without such aid.
Translation from the Vernacular into English.			
Vernacular Reading and text-book	Tamil, Anthology No. II.	Stanzas 139—220	The pupil must be able to recite the portion prescribed and to answer questions on the meaning and subject-matter.
	Telugu, Nala Charitram	Pages 31—52	
	Malayalam, Chanakya Sutrum	The whole	
	Canarese, Poetical Anthology, published by the Basel Mission Press.	Stanzas 351—630 omitting prose passages	
	Uriya, Ramayana, Sundra Kanda	The remaining portion	The pupil will be required to read a few lines of poetry not previously studied, equal in difficulty to the text-book.
	Persian, Gulistan. Expurgated edition	Chapters II and III	
Vernacular Composition	A description of a place, an account of some useful natural or artificial product, or the like.	The subject named by the teacher	Marks will be given for writing and spelling as well as for matter and style.
Vernacular Grammar	Tamil, Mahalingayya's	Pages 71—79 and general revision.	
	Telugu, Venkayya's	Pages 37—47 and do.	
	Malayalam, Gundert's Bhasha Vyakaranam	Pages 1—59.	
	Canarese, Sala Vyakaranam	Pages 41—72.	
	Uriya, Sadhananda Doss's	Pages 15—63.	
	Persian, Sell's Zubdut-ul-Quawaneen	The whole.	
Arithmetic	Barnard Smith's and Bradshaw's	Compound proportion and simple interest. Revision of the previous rules and miscellaneous questions in them.	
Algebra	Todhunter's Algebra for beginners	To the end of fractions.	
Geometry	Euclid	Book I.	
Geography	Clyde's Elementary Geography	Europe	Maps drawn during the year to be exhibited.
Do.	Duncan's Geography of India	Pages 51—100, paras. 85—203	
History of India	Dr. W. W. Hunter's	The next 80 pages.	
Do. of England	Miss Edith Thompson's	To the accession of Henry VIII.	

Subject.	Text-Book.	Portion.	Remarks.
	HIGH SCHOOL—FIFTH CLASS.		
English Reading	Fowler's Sixth Reader, English Series	The whole	The pupil's ability to construe and converse will be tested not only in the text-book, but also in new sentences not confined to any particular words and constructions. Suitable matter for holiday tasks will be found in the book. The dialogues and poetry must be learnt by heart.
English Writing			Books of school exercises to be exhibited. Each page to be dated and signed by the pupil.
English Dictation	The reading book in use, or any other of equal difficulty.	Passages from portion not read	Marks will be given both for writing and spelling.
Do.	Difficult words of less frequent occurrence selected by the teacher.	The words may be taken from Laurie's New Manual of English spelling, Webster's Guide to English Spelling, or any similar book.	
English Grammar	Dr. Moris's (MacMillan's Primer Series)	Pages 1—40.	
English Composition	Letters on simple subjects	The subjects to be named by the teacher	The pupil must be taught how to address as well as to write a letter.
Translation from English into the Vernacular.	The exercises in Fowler's Sixth Reader, English Series.	The whole	The pupil will be tested in translating passages, which he has not previously seen, from and into the vernacular without the aid of a grammar and dictionary.
Translation from the Vernacular into English.			
Vernacular Reading	Text-books prescribed for the matriculation examination.	About half	The pupil must be able to answer questions on the meaning and subject matter of the text-books, to recite 250 lines of the poetry, and to read a few lines of poetry not previously studied, equal in difficulty to the text-book.
Vernacular Composition	Short Essays	The subjects to be named by the teacher	Marks will be given for writing and spelling as well as for matter and style.
Vernacular Grammar	Tamil, Nannool Telugu, Chinniah Suri's Bala Vyakaranam Malayalam, Gundert's Bhasha Vyakaranam Canarese, Sala Vyakaranam Uriya, Sadhananda Doss's. Persian, Manazer-ul-Qwaid	Letters and Sandhai. Pages 1—31. Pages 59—101. Pages 73—131. Pages 63—119. Pages 1—50.	
Arithmetic	Barnard Smith's and Bradshaw's	Compound Interest. Extraction of square root. square and cubic measure. Revision of the previous rules and miscellaneous questions in them.	
Algebra	Todhunter's Algebra for beginners	To the end of simple equations and problems involving them.	
Geometry	Euclid	Books I and II with easy deductions.	
Geography	Clyde's Elementary Geography	Africa, America, and Oceania.	
Do.	Duncan's Geography of India	Page 106 to the end (para. 204 to the end)	Maps drawn during the year to be exhibited.
History of India	Dr. W. W. Hunter's	The remaining portion	
Do. England	Miss Edith Thompson's	To the accession of George I.	
Chemistry	Roscoe's Primer	Pages 1—28 (Articles 1—19).	
Physics	Balfour Stewart's Primer	Pages 1—34 (Articles 1—28).	

The number of pupils in secondary schools learning each language on the 31st March 1882 was as shown in the following table:—

Schools.		Total of pupils.	Number Learning.		
			English.	A Classical language.	A Vernacular language.
High	Government	1,142	1,142	156	986
	Aided	3,132	3,132	615	2,572
	Unaided	699	699	135	586
	Total	4,973	4,973	906	4,144
Middle	Government	5,263	5,224	503	4,717
	Aided	10,429	10,335	1,392	9,057
	Unaided	4,055	3,599	416	3,793
	Total	19,747	19,158	2,311	17,567

In the high schools all read English; and 906, or nearly one boy in five, a classical language. In middle schools all but about 600 out of nearly 20,000 read English, and about one in eight, a classical language.

It is to be noted that there is no Vernacular high school in the Madras Presidency; and of Vernacular middle schools there are but six, four for boys and two for girls. [*Vide* General Return No. ii.]

University and Departmental Examinations.

5. Of the five classes for secondary education in a Government school, four are annually tested by recognized examinations, as follows:—

The *Sixth* by the University Matriculation examination.
„ *Fifth* — Departmental comparative „
„ *Upper Fourth* — Middle school „
„ *Lower Fourth* — Departmental comparative „

In aided schools the sixth and upper fourth enter the same examinations as the corresponding classes in Government schools; but the comparative examinations are optional, and managers of aided schools have not availed themselves of them to any considerable extent. Speaking of the fifth class examination, in his report for 1880-81, the Director says:—

"It is satisfactory to note that all the high schools in the second division, Government and aided, have joined in the examination, and it is likely that the many aided high schools in the other divisions will gradually follow the example. I am very anxious to promote this friendly rivalry between Government and private institutions. The conditions of admission are simply an agreement to regulate promotions by the results of the examination, and to aid in the work of examination. The examination is mainly intended to test pupils for promotion only and not individual excellence."

During 1881-82 fifteen private institutions entered for the first time.

Of the lower fourth comparative examination, he said:—

"The avowed object of the examination was to stop undue promotions to the upper fourth class, which has now to undergo the middle school examination. The examination was held for the first time in November 1880, when forty-eight Government and seven private schools sent up on the whole 1,182 candidates for the examination. Of these, 789 or two-thirds of the number examined, succeeded, 187 passing in the first class and 602 in the second class. It is to be regretted that more private schools did not join in the examination. I have invited all the managers of private middle schools to join this year."

Eighty-six schools took part in the last lower fourth comparative examination, of which 55 were Government, seven Local Fund or municipal, and 23 private.

The following return shows the results for the four high and middle school examinations for the years 1880-81 and 1881-82.

SECONDARY

Return shewing the results of prescribed Examinations in the

	Nature of Examination.	No. of Institutions sending Examinees.				Number of Examinees.				
		Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.
	1	2	3	4	5	6	7	8	9	10
1880-81. High School.	Matriculation (University)	21	55	49	125	637	1,576	834	472	3,519
	Comparative of V Class (Departmental)	18	6	1	25	297	69	60	.....	426
	Total	39	61	50	150	934	1,645	894	472	3,945
Middle School.	Middle School (Service)	46	95	72	213	869	2,104	741	.....	3,714
	Comparative of Lower IV Class (Departmental)	48	6	1	55	984	163	35	.....	1,182
	Total	94	101	73	268	1,853	2,267	776	.....	4,896
	Grand Total	133	162	123	418	2,787	3,912	1,670	472	8,841
1881-82. High School.	Matriculation (University)	19	48	59	126	476	1,384	1,336	526	3,722
	Comparative of V Class (Departmental)	19	12	4	35	491	334	84	.....	909
	Total	38	60	63	161	967	1,718	1,420	526	4,631
Middle School.	Middle School (Service)	34	104	93	231	838	2,441	1,414	1,952	6,645
	Comparative of Lower IV (Departmental)	55	18	13	86	1,126	543	214	.....	1,883
	Total	89	122	106	317	1,964	2,984	1,628	1,952	8,528
	Grand Total	127	182	169	478	2,931	4,702	3,048	2,478	13,159

EDUCATION.

Madras Presidency during the official years 1880-81 and 1881-82.

Number Passed.					Creed of passed Scholars.			Percentage of passed scholars to total number at the beginning of the year on the rolls of the class examined.		
Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Hindus.	Muhammadans.	Others.	Government Institutions.	Aided Institutions.	Other Institutions.
11	12	13	14	15	16			17	18	19
338	649	289	95	1,371	1,180	32	159	29·1	19·4	Not obtainable.
211	37	30	.....	278	.....	.....	.....			
549	686	319	95	1,649	.....	.....	.....			
526	951	288	.....	1,765	.....	.....	.....	12·1	10·8	do.
648	116	25	.....	789	.....	.....	.....	.....	.....	
1,174	1,067	303	.....	2,554	.....	.....	.....			
.....	.....	.....	.....	4,203	.....	.....	.....			
224	429	405	71	1,129	960	19	150	18	15	do.
266	117	34	... ..	417	371	14	32	.....	.....	do.
490	546	439	71	1,546	1,331	33	182			
439	1,010	456	579	2,484	2,146	65	273	10	12	do.
716	227	122	.....	1,065	.....	.....	.....			
1,155	1,237	578	579	3,549	.....	.....	.....			
1,645	1,783	1,017	650	5,095	.....	.....	.....			

These may be briefly remarked on—

(*a*) *Matriculation.*—The number of high schools sending in candidates varied as follows:—

Government fell from	. . . . .	21 to 19
Aided „ „	. . . . .	55 to 48
Others rose from „	. . . . .	49 to 59

The total number of candidates rose from 3,519 to 3,722, while the number that passed fell considerably from 1,371 to 1,129. The proportion of passed to examined was—

In Government schools	47·0
„ Aided „	31·0
„ Other „	30·0
Of private students	13·0

The very much higher percentage in Government than in aided and other schools is, we consider, due *first,* to greater care in making promotions, *a* and *secondly,* to the superior average efficiency of the teaching. This does not ignore the fact that individual 'aided' and 'other' schools will stand favourable comparison with any individual Government ones. It is also to be borne in mind that Government schools are all under one general direction, working on one uniform system, while 'aided' and 'other' are under every variety of management.

The following, extracted from the Reports of the Syndicate, shows the percentage of passed to examined from each class of the population:—

Year.	Brahmans.	Hindus not Brahmans.	Europeans.	Eurasians.	Native Christians.	Muhammadans.
1880-81 . . .	41·9	32·5	53·5	39·0	34·0	54·2
1881-82 . . .	31·2	27·2	32·7	37·4	33·9	26·8

There would thus appear to have been either a general decline in the efficiency of the instruction during the year, or an increase in the severity of the examination. A want of uniformity in the standard of the University examinations has at different times been complained of, not without reason, and we should think that the more probable cause on this occasion. The classes of Native Christians and Eurasians held their own remarkably well amidst the otherwise general decline. The Muhammadans, on the other hand, show the greatest falling off.

(*b.*) *Middle School Examination.*—This examination answers the two-fold purpose of determining promotions into the high school, and of testing the qualifications of candidates for admission into the uncovenanted service, for which latter object it has superseded the special uncovenanted service examination formerly held. It has also taken the place of the former examination for fourth grade certificates of the educational department. The numbers entering for it are thus very large. In 1880-81, 3,714 were examined, and 1,765 passed. In 1881-82 the number examined rose to 6,645, and the number passed to 2,484. The numbers sent in and passed by the different classes of schools with their percentages were as follow in 1881-82:—

	No. Examined.	No. Passed.	Percentage of passed to examined.
Government schools	838	439	51·7
Aided „	2,441	1,010	41·3
Others „	1,414	456	32·2
Private students	1,952	579	29·6

a The following extract from the evidence of one of our witnesses, the head-master of an important Second Grade College, will indicate one cause of failure. He said "Head-masters of private and aided high schools, I speak from experience, are compelled to admit boys unlikely to pass *in order to increase their receipts from fees.*"

In cross-examination he admitted such a course to be unsound in principle, but it is, he contended, necessary.

The preparation of private students was thus but little inferior to that of pupils in schools other than Government or aided. It has, however, to be noted that many entering as private students are really pupils of classes above the upper fourth, for which latter class the test is meant primarily.—[*Vide* the Director's remark quoted at the top of page 57.]

The Commission proposes the following as one of its questions to witnesses. "Is it desirable that promotions from class to class should depend at any stage of school education, on the results of public examinations extending over a whole province?" Here we may limit the scope of this question to the particular examination under consideration, which stands in the same relation to middle schools that the matriculation examination holds to those of the higher class. The matriculation examination determines who are qualified to enter on a college course. It is true that it subserves other purposes, and that a great number of those who pass it never proceed farther. Similarly the middle school examination comes in and tests the highest work of the middle school, determining which of the pupils are competent to begin the work of the high school. It has for several years been a matter of general complaint that many are admitted to the matriculation examination who do not reach its standard. The University has, however, steadily refused to place any restriction on admissions. The middle school examination applies a preliminary test, and should, after a few years, secure higher average efficiency in the high schools than these have yet shown; it is thus of value to education. The other objects it serves for, already mentioned, also add to its value, and it occupies, we think, a useful place in our scheme of school examination; but there is a widespread opinion that more than one examination of this kind, anterior to the matriculation examination, is undesirable and injurious. The very large numbers with which the middle school examination deals introduce practical difficulties in its management. These, however, should not prove insuperable with the improved organization that experience in its working will suggest.

(*c*). *The Comparative examinations.*—The scope of these was considerably extended during the year, mainly by the addition of other than Government schools. For the fifth class examination 35 schools sent in 909 pupils against 426 pupils from the 25 schools in the year preceding. For the lower fourth examination 86 schools sent in 1,883 candidates, against 1,182 pupils from 55 schools in 1880-81. Four hundred and seventeen passed from the fifth classes, and 1,065 from the lower fourth.

These examinations would appear to be more in accordance with the work of the classes in the Government schools that they test than with that of 'aided' or 'other' schools; or the instruction in the Government institutions must be more efficient than in those aided and other institutions which have taken part in them, as will be seen from the following percentage of passed to examined in the various classes of schools:—

Fifth Class—	
Government schools	54·1
Aided other „	35·0
Other „	40·4
Lower Fourth Class—	
Government schools	63·5
Aided other „	41·8
Other „	57·0

Opinion varies considerably as to the value and the desirability of these examinations. We have already quoted the Registrar of the University on the lower examinations in particular. Another witness, Mr. Hudson of Bangalore, writes as follows on the general question:—

"I am inclined to think that in the matter of examinations centralisation is being pushed too far. I speak with some diffidence, because I am fully aware of the evils resulting from premature

promotions, and of the weakness displayed by many head-masters in failing to check them. But it is quite possible for the remedy to do as much harm as the disease. Besides the middle school examination, comparative examinations have been instituted for the fifth and lower fourth classes, and it is evident that these have already obtained a *quasi-public* character, and that soon head-masters generally will feel bound to join them. Even the upper primary is to some extent public as the names are inserted in the District Gazette. If the same principle is carried out, the 3rd, 7th, and 9th classes will follow, and there will be an unbroken succession of public examinations from the 2nd class to the 10th.

"Now in the first place, so far as they are intended to prevent premature promotions, these examinations will only be of value when the head-master is incapable. If the latter has intelligence and strength of will and knows his pupils, he will make a better selection than can be effected by a public examination. So far the matriculation results have been most uncertain, and, as a consequence, in some years scores of unfit boys have been promoted, while at other times really good boys have been kept back. The new examinations cannot be expected to succeed so well. A head-master judges the examiners and not his boys by the division lists. I think the evils complained of would have gradually disappeared with the growth of professional opinion. It is generally practicable to make arrangements with other schools which will discourage boys from changing merely with the view of entering a higher class, and, besides, strict discipline is always a gain in the long run.

"No one will dispute the value of systematic examinations, but the question how far they should be centralised is altogether distinct. The middle school examination, with 6,000 candidates at the very outset, is on too large a scale for one examiner to take a complete set of papers, and consequently the results are not fairly comparative. Then the unavoidable delay in getting out such extensive lists is very injurious to the discipline of a school, as boys will do nothing till they know whether they have passed. I believe that comparative examinations are valuable when they are confined to two or three neighbouring schools. A wholesome rivalry is excited between boys who have some acquaintance with one another, the task of preparing papers is lessened, and the results may speedily be ascertained. But the benefit diminishes as the circle widens. On the whole, though some advantage may be derived from comparative tests within narrow limits, I think that careful examinations every three or four months by the school authorities, the oral and written modes being judiciously blended, will exert the most equable and healthy stimulus on school classes, and will afford the best data for promotions at the end of the year.

"It will be said that the middle school examination is intended to mark the termination of the middle school course, and to provide a test for admission to minor appointments in the Government service. If it be thought that an ordinary English education may stop at the 4th class, then I admit that a public test of progress is desirable, although I would have the examination confined to a limited area. But it seems very questionable whether boys should have any encouragement to stop in their English course short of matriculation. That examination has become in India far more than in England the standard for a liberal school education rather than the entrance on the University course. The University local examinations in England and the intermediate in Ireland supply a want which scarcely exists in this country. High schools are now extensively established, and the number of candidates for matriculation is ever growing. The knowledge of English necessary to pass that examination is about the minimum that can be turned to good account, and I think that those who learn the language as a part of their education should be discouraged from aiming after less.

"If the middle school examination had been instituted to serve as a standard for a good *Vernacular* education, it would have served a very valuable purpose. At present there is no honour to be gained in the Vernacular without a knowledge of English. There is a large class of people, such as merchants with native constituents, who care nothing for English. If there was an examination, not quite so hard at first as the middle school, but gradually raised to such a standard, serving as a test for admission to vernacular appointments under Government, a great impetus would be given to vernacular education, and time now spent in acquiring a profitless smattering of English would be devoted to the acquisition of really useful knowledge."

Another witness, Mr. Bickle, who has had much experience in charge of Normal schools and as an Inspector, writes :—

"I believe myself that it would be decidedly beneficial that pupils in all classes capable of undergoing a public examination should be promoted to the next higher classes on the results of such examinations, as such promotions would guarantee the attainment of the proper standard of qualifications which is not always the case now. The lowest class according to the system of classification prevailing in this Presidency, that is capable of undergoing an examination chiefly on paper, is, I consider, the lower fourth."

(6). *School Libraries and Apparatus.*—The following detailed lists have been furnished to us by the Director of Public Instruction :—

LIBRARIES.

Government High Schools.

Institutions.	No. of Books in the Library on 31st March 1882.	No. of Books taken out during 1881-82.	Amount of Government Grant.	Remarks
			R a. p.	
Chicacole High School	267	229	60 0 0	Per annum.
Guntur do.	126	52	60 0 0	
Kurnool do.	314	217	100 0 0	
Cuddapah do.	555	126	100 0 0	
Saidapet do.	121	489	100 0 0	
Chittur do.	701	360	100 0 0	
Tiruvalur do.	69	47	48 0 0	
Udamalpet do.	65	247	36 0 0	
Tellicherry do.	265	190	100 0 0	
Palghat do.	95	170	100 0 0	
Cannanore do.	72	33	60 0 0	
Aided High Schools.				
Vizagapatam London Mission High School	485	231	165 0 0	Grants are given at such intervals as the Director of Public Instruction may consider expedient; and the sums here given are understood to be the whole amount hitherto bestowed by Government on these Institutions.
Ellore, C. M. S. do.	150	30	...	
Amalapuram do.	62	8	...	
Coconada, Hindu do.	36	...	...	
Narsapur, Taylor do.	202	400	25 0 0	
Bezwada, C. M. S. do.	229	35	...	
Bellary London Mission do.	611	21	...	
Nellore, F. C. M. do.	245	131	384 5 5	
Nellore, Hindu do.	144	...	...	
Rayapet, Wesleyan Mission do.	302	80	...	
Vepery, S. P. G. do.	285	98	...	
Triplicane Harris School	100	...	...	
Madras London Mission Institution	641	50	...	
Chingleput F. C. M. High School	50	...	...	
Conjeveram do.	250	65	...	
Tiruvallur do.	252	74	...	
Conjeveram Pachaiyappa's do.	77	102	...	
Chidambaram do.	48	44	...	
Cuddalore St. Joseph's Institution	100	...	...	
Negapatam, Wesleyan Mission High School	251	10	...	
Tranquebar Luthern Mission do.	832	50	...	
Mannargudi Native do.	19	5	7 8 0	
Palamcottah, C. M. S. do.	75	49	...	
Coimbatore London Mission do.	77	63	...	
Calicut Basel do.	135	86	...	
Government Middle Schools.				
Russelkondah Middle School	107	53	36 0 0	Per annum.
Ichapur do.	75	97	24 0 0	
Tekkali do.	70	12	24 0 0	
Gunupur do.	70	25	24 0 0	
Palukonda do.	71	66	24 0 0	
Bimlipatam do.	109	50	36 0 0	
Anakapali do.	108	27	36 0 0	
Kassimkota do.	77	13	24 0 0	
Yellamanchili do.	71	10	24 0 0	
Amalapuram do.	79	52	36 0 0	
Viravasaram do.	76	42	24 0 0	
Bhadrachalam do.	...	...	24 0 0	
Ellore do.	12	4	24 0 0	

Government High Schools—concluded.

Institutions.	No. of Books in the Library on 31st March 1882.	No. of Books taken out during 1881-82.	Amount of Government Grant.	Remarks.
			R a. p.	
Nandyal Middle School	2	2	24 0 0	Per annum —*concld.*
Adoni do.	23	...	24 0 0	
Madanapalli do.	58	2	24 0 0	
Madras Government Normal School	1,920	282	200 0 0	
Mylapore Middle School	19	...	...	
Madrasa-i-Azam	956	156	48 0 0	

Government Middle Schools.

Poonamali Middle School	78	15	*a*...	*a* Now a Local Fund School.
Ongole do.	62	36	36 0 0	
Villapuram do.	82	12	36 0 0	
Panruti do.	29	29	24 0 0	
Tirukoilur do.	16	10	36 0 0	
Tiruvannamalai do.	15	15	24 0 0	
Vriddhachalam do.	17	17	24 0 0	
Porto Novo do.	19	6	24 0 0	
Kallakurichi do.	14	9	24 0 0	
Wallajapet do.	219	90	48 0 0	
Tirupati do.	65	64	36 0 0	
Karvetinagar do.	36	39	24 0 0	
Palamanair do.	81	31	24 0 0	
Arni do.	115	48	48 0 0	
Arcot do.	51	34	36 0 0	
Vellore Muhammadan School	66	20	36 0 0	
Namakkal Middle School	63	38	36 0 0	
Tirupatur do.	105	45	48 0 0	Per annum.
Krishnagiri do.	38	15	36 0 0	
Dharmapuri do.	48	20	36 0 0	
Hosur do.	44	24	24 0 0	
Srirangam do.	85	196	48 0 0	
Kulitalai do.	40	25	36 0 0	
Trichinopoly Muhammadan School	11	...	24 0 0	
Badagara Middle School	41	36	36 0 0	
Chavakad do.	59	38	36 0 0	
Erode do.	61	60	36 0 0	
Pollachi do.	76	54	24 0 0	
Karur do.	40	11	24 0 0	
Dharapuram do.	52	44	24 0 0	
Karkala do.	110	50	24 0 0	
Kasaragode do.	75	22	24 0 0	
Udipi do.	53	24	24 0 0	
Aided Middle Schools.				
Chatrapur Onslow Institution	207	...	...	As above for High schools.
Parlakimedi Zemindari School	58	37	...	
Mandasa do.	40	5	...	
Rajahmundry Town School	18	2	...	
Pittapuram Samastanam School	35	...	...	
Dowleshevaram Middle School	6	1	...	
Prodatur Local Fund School	12	5	...	
Badivel do.	16	...	...	
Wallajabad Middle School	80	28	...	
Madras Chengalvaraya Naik's School	89	24	...	
Tuticorin Subscription School	138	...	...	

N.B.—The Library Allowance for Government Institutions is annual.

APPARATUS.

The following is the return of apparatus :—

Institution.	General character of Apparatus for instruction.	Approximate value of such Apparatus.	Govt. Grant toward the Apparatus in Aided Institutions.	Remarks.
Government High Schools.		Rs. A.P.	Rs. A.P.	
Chicacole High school	Physical & Chemical.	150 0 0	.....	
Guntur do.	do.	77 0 0	.....	
Kurnool do.	do.	180 0 0	.....	
Cuddapah do.	do.	180 0 0	.....	
Saidapet do.	do.	220 0 0	.....	
Chittur do.	do.	180 0 0	.....	
Tellicherry do.	do.	250 0 0	.....	
Palghaut do.	do.	.....	.....	
Cannanore do.	do.	200 0 0	.....	
Aided High Schools.				
Vizagapatam L. M. High school	Physical & Chemical.	150 0 0	.....	Grants are issued once for apparatus, &c., required for the instruction of pupils in Science or Art; and the sums here given are understood to be the whole amount hitherto bestowed by Government on these Institutions.
Ellore C. M. S. do.	do.	230 0 0	.....	
Coconada Hindu do.	do.	221 3 7	.....	
Narsapur Taylor do.	do.	296 12 0	135 8 6	
Masulipatam Hindu do.	do.	309 10 3	135 2 6	
Bezwada C. M. S. do.	do.	70 0 0	.....	
Bellary L. M. do.	do.	300 0 0	67 10 9	
Nellore F. C. M. do.	do.	210 0 0	95 0 0	
Royapet Wesleyan Mn. do.	do.	600 0 0	.....	
Triplicane Harris school	do.	260 0 0	53 7 7	
St. Mary's Seminary	do.	163 15 2	65 11 4	
Madras London Mission High school	do.	480 0 0	215 7 6	
Triplicane Hindu do.	do.	107 0 0	.....	
Vepery S. P. G. do.	do.	160 0 0	.....	
St. Thome Seminary do.	do.	155 13 4	77 14 8	
Chingleput F. C. M. do.	do.	210 0 0	95 0 0	
Conjeveram Pachaiyappa's do.	do.	335 1 6	.....	
Conjeveram F. C. M. do.	do.	210 0 0	95 0 0	
Chidambaram Pachayappa's do.	do.	335 1 6	.....	
Cuddalore St. Joseph's Institution	do.	417 0 0	108 0 2	
Negapatam W. M. High school	do.	300 0 0	.....	
Tranquebar Luth. Mn. do.	do.	210 0 0	.....	
Ramnad S. P. G. do.	do.	260 0 0	50 0 0	
Trivellor F. C. M. do.	do.	210 0 0	95 0 0	
Palamcottah C. M. S. do.	do.	40 0 0	19 6 5	
Coimbatore London Mn. do.	Chemical.	50 0 0	.....	
Calicut Basel Mission do.	Physical & Chemical.	368 2 4	150 0 0	

7. *School accommodation, &c.*—The accommodation provided for high schools is generally sufficient, and not deficient as regards either light or ventilation; overcrowding however is not uncommon. The rules for building grants provide that plans and estimates shall be submitted with an application before a building is begun, but no conditions have been laid down as to the space to be allowed for each pupil, though in some cases the Director calls for information on the point when considering applications. The proportion given as a Grant-in-Aid for a building is one-third of the total cost. Rent grants are given also up to one-third.

A furniture grant may be given once to any school, one condition being that no grant shall be allowed for any school-benches made without backs. A combined desk and bench is being introduced.

Middle schools that are parts of high schools share their accommodation. Middle schools proper, especially of the class now coming in in large numbers on

the result system, have mostly inferior accommodation and furniture, and there are no conditions on these points as to the issue of a result grant, while No. 6 of the salary grant rules is "No salary grant shall be given until a fairly suitable building has been provided,"—It would seem to be a question whether the rule should not apply to result grants to middle schools or for standards above the third; though the time has certainly not come for extending it to primary result schools.

8. *Method of Registration of Attendance, &c.*—In secondary schools on the result system, the rules and practice already noted on page 76 apply. In other secondary schools, both Government and aided, the registers are examined by the Inspectors of schools at their annual inspections, as also on other occasions when they visit the schools.

9. *Arrangements for the training of Teachers, &c.*—There is but one Normal school in the Madras Presidency for the training of teachers for secondary schools, namely, the Government Normal school, Madras, established in 1856. For many years this institution gave a general as well as a special education; but, with the great extension of general education it was considered desirable to limit its work to the training of teachers, and none are now admitted as students but those who have passed some University examination. On the 31st March 1882 the school contained eight graduates, three students who had passed the first examination in arts, and 18 matriculates. Of these 29, sixteen were Brahmans, seven Sudras, and five Native Christians, while there was but one Musalman.

The rules now in force for the admission of students and their employment are as follow:—

1. (*a*) When a vacancy which should be filled by a graduate or undergraduate occurs, or is about to occur, in a Government college or school, the officer whose duty it is to fill up the appointment, shall select for the post the best man available, appoint him provisionally, and send him so soon as this can be conveniently done, to be trained at the Normal school, appointing temporarily a suitable teacher to officiate for him during his absence.

(*b*) A master being a graduate or an undergraduate already in Government service, may be permitted to take leave without pay and be sent similarly to the school to be trained, provided that a fitting teacher is appointed to officiate for him during his absence.

(*c*) A graduate or an undergraduate employed permanently in a local fund, a municipal, or an aided school, or school under inspection, or provisionally appointed to a post in such a school, shall similarly, on the requisition of the Local or Municipal Board or of the manager of the private institution concerned, be admitted into the school.

(*d*) The Principal of the Normal school may, on the recommendation of a Government Inspector of schools, or of the head of a Government or private college or high school, subject to the final confirmation of the Director of Public Instruction, admit to the school a graduate or an undergraduate, who has not as yet obtained employment, permanent or provisional, as a teacher, but who is desirous of becoming a teacher.

2. The rate of stipends fixed for students shall be as follows:—

Grades.	Third, Fourth, and Fifth Divisions and Coimbatore.		First and Second Divisions and Malabar and South Kanara.	
	Masters, Permanent and Provisional.	Candidates for employment as Teachers.	Masters, Permanent and Provisional.	Candidates for employment as Teachers.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Graduates	15 0 0	10 0 0	20 0 0	14 0 0
First Arts Men	12 8 0	7 0 0	15 0 0	10 0 0
Matriculates	10 0 0	5 0 0	12 8 0	7 0 0

3. Ordinarily eight stipends of the higher rates of pay shall be reserved for masters, permanent and provisional, of Government schools, and twelve stipends of the higher rates for the same classes of teachers in local fund, municipal, and private schools, and fifteen for candidates desirous

of becoming teachers; but with the permission of the Director of Public Instruction, the number of stipends allotted to each class may be varied temporarily, provided that the total number of stipendiaries does not exceed 35; nor the sum total of the stipends, the Government grant.

4. Before sending a student to the school for admission it shall be the duty of the officer of Government or manager concerned to ascertain from the Principal of the school whether there is a stipend available.

5. If a stipend is not available a candidate, being a graduate or an undergraduate, subject to the condition above stated, may be admitted as a free scholar with the prospect of succeeding to a stipend. Provided that the total number of students, stipendiary and free, shall not, without special sanction, exceed 50. Municipalities, Local Fund Boards, and managers of private schools may provide stipends for students at the rates above specified, or such lower rate as may be considered sufficient by the Director of Public Instruction.

6. Should the number of candidates, not being masters, permanent or provisional, exceed the number of minor stipends or free studentships available, in selecting students the preference shall always be given to the student who has passed the higher University grade.

7. No person shall be admitted as a student stipendiary, Government or private, or free, who does not produce a medical certificate that he is physically fit for the profession of schoolmaster.

8. The period of training shall be twelve months, comprising two complete half-yearly sessions, but in the case of Masters of Arts and of teachers who have been continuously engaged in tuition for three years, and whose age exceeds 25 years, the period in special circumstances may, by the express order of the Director, be reduced to six months comprising a single half-yearly session.

9. No candidate shall be admitted as a student whose age exceeds 25 years, except in the case of teachers employed in schools provided they have been so employed continuously for a period of not less than twelve calendar months. In such cases the limit of age shall be 30 years.

10. A student passing a higher examination in the University during his training, shall be entitled to the higher rate of stipend from the date of his so passing, or on a vacancy occurring among the higher stipendiaries.

11. Masters of Government schools, who have been duly appointed to be students, permanent or provisional, are entitled to travelling allowances to and from Madras at rates laid down for masters.

12. Every student shall be considered on probation for one month, and if it shall appear to the Principal that he is not likely to prove an efficient schoolmaster, he may, with the sanction of the Director, require such student to leave the school. If such student be in receipt of a Government stipend, the stipend shall be withdrawn from the date of the receipt of the Director's order.

13. Every student to whom a Government stipend shall have been awarded, shall be required before drawing his stipend to sign an agreement binding himself to remain under training during the period prescribed, to appear in due course at the test examinations under Section 19 of the Grant-in-Aid Code, and, if a teacher, to take up his appointment, permanent or provisional, at the end of his training, and to remain in his appointment or any other, Government or private, to which he may be transferred, if so required, for a period of three years.

14. Any student, stipendiary or free, who fails to pass the test examinations prescribed in the section of the Code above quoted, shall, unless he be exempted or permitted to appear again by special order of the Director, be considered ineligible for employment as a teacher in a Government school, or for a grant as such in an aided school. If he be holding a permanent appointment under Government, he shall be held to have vacated such appointment.

15. A student may be dismissed for continued idleness or misconduct, and, if so dismissed, may be declared ineligible for employment as a teacher in a Government or aided school, and if he be a stipendiary student he shall be required to refund the amount drawn by him for stipend and travelling allowances.

16. A normal student appointed to a school may, however, on refunding the sums drawn by him as stipend, be permitted, at the end of two years, on giving one month's notice, to resign his appointment, public or private, and to renounce the profession of schoolmaster.

17. In the event of a student resigning his stipend without completing his training, or before taking up his appointment, if he be a teacher, or without serving two years as a schoolmaster, unless he has obtained the permission of the Director, he shall be required to refund the sum drawn by him for stipend and travelling allowances, and may also be declared ineligible for employment under Government, or to receive an Educational grant from Government, for such period as the Government may direct.

18. It shall be the duty of the head of a school, at whose request a stipend was granted, to bring to the notice of the Director any violation of his agreement by the teacher concerned, which may come to his knowledge.

19. Admission to the Normal school will ordinarily be made from the 1st to the 15th of March and again from the 1st to the 15th July. All departures will take place at the end of February and at the end of June. Students leaving in June will have to appear at the next Departmental Examination.

20. Normal students sent for training by Native States may be admitted into the Normal school on payment of an annual fee of Rs. 100, but will receive no schalarships from the Madras Government.

The number of trained masters for secondary schools who have left the Normal school is 527*a*. Some of these have died, others have become Deputy Inspectors of Schools, while several have entered other service than the educational, and the number of trained men now engaged in secondary schools is comparatively speaking small.

The Director of Public Instruction, Madras, has favoured the Commission with the following statement:—"Out of 455 teachers employed in Government schools, 222 are trained. In the salary grant schools there are, approximately, 840 teachers, of whom 130 are trained. No statistics are available regarding teachers employed in the numerous local fund, municipal, and pial schools. But most of the teachers have not undergone any training. As many of the teachers in middle schools teach in primary departments, it is not possible to distinguish those who teach in secondary schools from those in primary departments."

The following table shows the salaries up to which aid may be given according to their work, to the different grades of teachers in secondary schools:—

School and Class.	Qualifications expected	Salaries contemplated.	
		From	To
High School.		Rs.	Rs.
Sixth or Matriculation	B. A.	150	240
Fifth or Preparatory Matriculation	B. A. or F. A.	80	120
Middle School.			
Upper Fourth	B. A. or F. A.	60	80
Lower Fourth	B.A., F.A., or Matriculate	40	60
Third	F.A. or Matriculate	30	40

Masters who prove their efficiency have also a prospect of appointment as Deputy Inspectors, and of admission to the graded rank, as Inspectors of Schools, and Professors in Colleges.

One of the questions put by the Education Commission has a particular bearing on the question, being as follows: —"Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?"

In reply to this, Dr. Duncan, Acting Principal of the Presidency College, writes:—

"The University curriculum has not been devised with a view to train teachers for secondary schools. It is quite true that a young man cannot pass through the University course without acquiring a certain amount of knowledge of the subjects to be taught and the methods of teaching in a secondary school. But it is a fatal mistake to suppose that this is a sufficient equipment for the future schoolmaster. When it is said, as it often is, that a young man who has sat under good Professors for four years must have learnt by force of example all that a Normal school can teach as to the methods of instruction and class management, it seems to be forgotten that there is, or ought to be, a wide difference between the methods adopted in a class of school boys and those pursued with young men at college. It is also forgotten that example requires to be supplemented by precept, and both by practice under the eye of a skilled teacher. I would accordingly advocate the maintenance of Normal schools as an essential part of a sound system of education. And steps should be taken to find out the cause of the apathy that exists in the minds of many managers and heads of schools on the subject of Normal school training.

"In this connexion, I may point out that a very important part of a Normal school course is practically ignored in this Presidency. I refer to the absence of a course of instruction in Psychology

a Besides these, 43 Military and 143 Preparatory and Vernacular students have been trained in the school, but only a small proportion of these have become masters in secondary schools.

in its bearing on the teacher's profession. Much is said about giving Normal students some knowledge about the facts and principles of Physics, Chemistry, Agriculture, &c., and about the best methods of teaching these subjects. But a knowledge of the human mind, the development of which it the *Alpha* and *Omega* of the teacher's work, seems to be considered as of not the slightest moment."

The Rev. W. Stevenson, Manager of the schools of the Free Church of Scotland, says:—

"The University curriculum does not, in my opinion, afford a sufficient training for teachers in Secondary schools—some special instruction in the art of teaching and managing a school is also necessary, and therefore I consider special Normal schools to be necessary.

"At the same time, there is a danger lest the training of a Normal school encourage a too mechanical and wooden system of both teaching and conducting a school. I have often heard the complaint made, and my own experience goes to support it, that Normal trained teachers often display a want of pliability and power of adapting themselves to circumstances. They are taught to do everything by rule, and are unable to move outside of the routine. The only remedy for this is to see that men of liberal culture and sound intelligence are placed over the Normal schools. They need not always be University men, although men of the right stamp are most commonly to be found amongst those who have had the advantage of a University education."

The Rev. J. Cooling, manager of eleven schools of the Wesleyan Mission, writes:—

"Special Normal schools are certainly needed since the University curriculum makes no provision for instruction either in the theory or practice of teaching or of school management. *Cæteris paribus* trained men are always superior to untrained men. One of the greatest drawbacks to the progress of sound education in this Presidency is the inefficiency of the great bulk of teachers, as really able men rarely enter the Education Department, or if they do, it is as a temporary thing, with the intention of leaving it as soon as they can get an entrance into some other, and those who take up the work of teaching as a profession are too often men who can obtain no other employment. To remedy this every effort should be made to improve the status of teachers. Encouragement should be given to present teachers who have recently joined the Department, even now to undergo Normal training, and after a short transition period, Normal training should be made compulsory on all. The Education Department should certainly be as effectively guarded, from unskilled men as the Medical or any other. With a more efficient body of teachers their pay would naturally improve, and able men in much greater numbers than now be led to enter the profession. A corresponding improvement in the quality of the instruction given would necessarily follow."

The following extract from a Memorial addressed to the President of the Commission by the Catholic Bishops of Southern India is of weight as expressing the views of the Roman Catholic Church:—

"It is not to be denied that, as a rule, efficiency in masters and mistresses pre-supposes anterior training. We fully concur therefore in the opinion that Normal schools are necessary, and we have made up our minds, counting upon the assistance of Government, to incur the expenditure to provide our schools with a sufficient number of these nurseries. There are however, in our opinion, some persons for whom a course of Normal training would be a needless waste of time. Old and practised teachers, whom long experience, united to native ability, qualifies for teaching much better than any Normal school course in the absence of aptitude for teaching, cannot be reasonably expected to go through a course of training, nor ought they on that account to be placed at a disadvantage in respect of grants.

Whilst advocating the institution of aided Normal schools, we would observe that it would contribute greatly to secure the requisite uniformity for the training of teachers, and facilitate the attainment of the object for which Normal schools are instituted, if a sort of *ratio docendi* or Standard Manual were drawn up and published under the direction of Government for the use of head-masters in such institutions. We venture also to express our confident hope that Government will adopt due measures to secure to the managers of schools for a given period, which should not, in our opinion, be less than eight or ten years, the services of the masters they have trained. It would be well, at the same time, if some scheme could be considered and given effect to, by which the profession of schoolmaster would be more sought after, and valued by the natives of India. At present it is too often taken up by passed candidates, not as a profession, but as a kind of stop-gap, till an opening in the Government service present itself."

The above may be taken as the answers of representative men, and while there is in our evidence some expression of a contrary opinion, the weight of evidence is decidedly in favour of the training of men as teachers in secondary schools.

10. *Expenditure on Secondary Education.*—The following statement shows the expenditure from all sources in 1881-82, and compares it with that of the year preceding:—

110979

SECONDARY EDUCATION. (BOYS.)

Expenditure from all Sources in 1880-81 and 1881-82.

	Grade of Schools.	Government Institutions.							Aided Institutions.								Unaided Institutions under Regular Inspection.				
		Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Endowments.	Other Sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Endowments.	Subscriptions.	Fees.	Other Sources.	Total.
		2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3g	3	4a	4b	4c	4d	4
1881-82.	High . English .	48,247	...	544	29,504	1,413	76	79,784	36,183	...	...	60,317	20,489	11,922	35,436	164,347	1,176	...	15,817	7,441	22,434
	Middle . English .	61,657	10,587	1,507	63,133	16,894	—696	153,082	47,953	246	249	122,088	13,719	10,596	37,152	232,003	7,661	1,252	33,239	10,638	52,790
	Middle . Vernacular .	...	339	...	...	...	...	339	359	...	...	252	18	...	19	648	...	150	1,056	341	1,547
	Total .	109,904	10,926	2,051	92,637	18,307	—620	233,205	84,495	246	249	182,657	34,226	22,518	72,607	396,998	8,837	1,402	48,112	18,420	76,771
1880-81.	High . English .	50,423	...	71	31,748	1,175	136	83,553	40,581	...		62,893	...	11,809	43,876	159,159	663	...	6,446	6,289	13,398
	Middle . English .	51,109	11,284	1,610	57,775	11,867	7,238	140,883	43,248	251	531	100,732	...	11,592	38,518	194,872	7,244	...	26,259	12,256	45,759
	Middle . Vernacular .	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	529	136	665
	Total .	101,532	11,284	1,681	89,523	13,042	7,374	224,436	83,829	251	571	163,625	...	23,401	82,394	354,031	7,907	...	33,234	18,681	59,822

Taking secondary education as a whole, the results are shown in the following analyses :—

Government Institutions.

	1880-81	1881-82	Increase or Decrease	How much per cent.
	Rs.	Rs.		
Total Expenditure	224,436	233,205	Increase	3·9
Provincial	101,532	109,904	Do.	8·2
Local	11,284	10,926	Decrease	3·1
Municipal	1,681	2,051	Increase	22·0
Fees	89,523	92,637	Do.	3·4
Endowments	13,042	18,307	Do.	40·3

Aided Institutions.

	1880-81	1881-82		
	Rs.	Rs.		
Total Expenditure	354,031	396,998	*Increase*	12·1
Provincial Revenue	83,829	84,495	*Do.*	·7
Local Rates	251	246	*Decrease*	2·0
Municipal	531	249	*Do.*	53·1
Fees	163,625	182,657	*Increase*	11·6
Endowments	23,401	22,518	*Decrease*	3·7
Other Sources	82,394	72,607	*Do.*	11·8

Unaided Institutions

	1880-81	1881-82		
	Rs.	Rs.		
Total Expenditure	59,822	76,771	*Increase*	28·3
Endowments	7,907	8,837	*Do.*	11·7
Subscriptions	...	1,402	...	...
Fees	33,234	48,112	*Increase*	44·7
Other Sources	18,681	18,420	*Decrease*	1·3

The total expenditure thus increased by 3·9 per cent. in Government schools, and by 12·1 in aided ones. The fee receipts rose by 11·6 per cent. in aided schools, but by only 3·4 per cent. in Government Institutions. The total expenditure on all classes of secondary schools rose from Rs. 638,289 in 1880-81 to Rs. 706,974 in 1881-82, or by 10·7 per cent. The percentage of increase in pupils was 23·8, as shown in the following statement :—

Secondary Education.

		Government.		Aided.		Unaided.		Total.	
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1880-81	High	22	1,251	51	2,789	3	271	76	4,311
	Middle	126	4,513	133	8,445	145	2,687	404	15,645
	Total	148	5,764	184	11,234	148	2,958	480	19,956
1881-82	High	22	1,142	51	3,132	12	699	85	4,973
	Middle	134	5,263	221	10,429	305	4,055	660	19,747
	Total	156	6,405	272	13,561	317	4,754	745	24,720
Percentage of increase		5·4	11·1	47·8	20·6	114·1	60·7	55·2	23·8

Unaided schools show the greatest extension in most directions. The number of pupils in them rose by 60 per cent. and the fee receipts by 44, against an increase in their total expenditure of 28 per cent.

11. *Fees.*—The rates of fee are laid down on page 50. The remarks on fees in primary schools, on page 80, apply equally to secondary schools.

Questions 21 and 53 of the Commission have reference to fees, the former as to their adequacy, the latter as to the desirability of graduating them to the means of parents. Any attempt at graduation is generally considered impracticable; and, by some, as undesirable if practicable: but the time has probably come when a revision of the rates might be made with advantage, the present ones having been in force since the 1st January 1878. During this period the rates have not, however, been stationary in all schools as the scheme recognises three classes of towns besides Madras, with slightly varying rates, and it is within the discretion of the Director of Public Instruction to recommend Government to raise a town from one grade to the one next above, with a slightly higher rate of fee. It is moreover true that some aided institutions charge fees higher than the minima prescribed. While, however, we think a reconsideration of the rates of fee desirable, we do not think that any great addition to present rates could be made without involving hardship and causing injury to education. A representative Committee, presided over by the Director of Public Instruction, as on previous occasions, would have before it the materials for a decision suited to present conditions.

12. *Scholarships and Prizes.*—The regulations regarding scholarships are given on page 61, &c.

In Government schools there is an annual allowance for prizes, varying from Rs. 12 per annum in the lowest grade middle schools to Rs. 106 in the high schools. The books are procured from England by annual indent through the Government book depôt. In most aided schools prizes are given at the discretion of the managers; but no Government grants for prizes in such schools are now allowed, though such were given some years ago.

General Remarks.

We may state briefly some points connected with secondary education that seem to us to need consideration.

(1) It seems clear, as well from the statements of some of our witnesses, as from the recent Reports on Public Instruction, that high schools, and, to a lesser extent, middle schools, are becoming self-supporting in the large towns. In such cases there would probably be little difficulty in finding 'local bodies' competent for the work and ready to undertake the charge and management of the schools. It would be for the Education Department to determine each case, as also whether any and what amount of aid should be given. It would, however, obviously be a retrograde step for Government to aid by money grants schools that had become almost or altogether self-supporting under its direct management.

And in this connexion it may be mentioned that what has occurred at one station where Government has allowed private parties to step in, shows the necessity for some guarantee being taken from anybody taking up a school, that no fee shall be charged below a fixed minimum.

(2) It would seem desirable that the standards for the different classes should be reconsidered, as some school managers think them too difficult, or otherwise ill-adapted. This, however, is a matter of detail that it is entirely within the power of the Director of Public Instruction to deal with, and we think its mere mention sufficient. Much the same may be said of the system of examinations, which many consider to have been over-done; and in this opinion we are inclined to concur.

(3) Closely connected with the system of examinations is the general scheme of work in secondary schools, which has become more and more arranged with the almost sole view of meeting the requirements of the entrance examination of the University. On this point we quote the following:—

"There can, I think, be little doubt that the attention of teachers and pupils in secondary schools is unduly directed to the entrance examination of the University, and that this circumstance impairs the practical value of the education received for the requirements of ordinary life. The entrance examination is the goal for these schools, and the subjects taught in the lower classes are chosen with a view to prepare the pupil in the course of years for the matriculation class. The University looks upon the entrance examination not as a test of fitness for the duties of daily life, but as a means of ascertaining whether the candidate has acquired that amount of general information and mental discipline which will enable him to profit from a course of liberal education. I do not think that it would be possible for the University to modify the matriculation examination so as to make it a test of fitness for the practical pursuits of life; nor, if possible, that it would be desirable.

"What we require is (1) a greater variety of educational institutions, and (2) inducements to pupils to attend them. In this country there is nothing like what exists in Western Europe—schools of different kinds, instituted for different ends, and organized and worked on different plans adapted to these different ends. Compared with primary and secondary education in Great Britain, the Indian educational system presents a far greater unity of plan and uniformity of operation. The explanation of this is that, in Great Britain, public instruction has slowly grown up under the conditions of an indigenous, complex and many-sided civilization, whereas here it is a cut and dry rigid system imposed on the country once for all from without. In India the development of each institution can take place only along one and the same unbending line marked out for all, and anything like lateral development with a view to meet the special requirements of different districts and different communities is out of the question. Besides a greater *variety* of schools, it is also very desirable that the curricula of primary middle and secondary schools should be so arranged that each curriculum shall form a complete whole as far as it goes, so that, should the pupil not advance beyond a given stage, he shall nevertheless be, as far as he goes, fairly well equipped for the corresponding walk in life.

"Even were the means provided there would be much difficulty in inducing pupils to attend schools which did not directly prepare for some one of the public examinations."

The last sentence undoubtedly points to a great difficulty that would be encountered in any remodelling of secondary schools. One of our Hindu witnesses, who advocates some step of the kind, when asked if schools not working for the matriculation would be appreciated, answered,—"Yes: if Government recognised such training as qualifying for admission into its service"—a reply that is, probably, a perfect reflex of native opinion. No education will be appreciated as yet unless it works for an examination, the passing of which qualifies for definite employment, and especially for Government service. We think, however, that it would not be impossible even now to institute an examination on the branches of what may be called a commercial education, for which it would be worth the while of many schools to work. If the great non-Government employers of educated labour, such as the railway companies and banks, agreed to prefer those who had passed such an examination, a hopeful beginning might be made towards securing that variety in the type of institution for which the need is manifestly so great.

SECTION D.

Collegiate Instruction.

1. *Government, aided, and unaided Arts Colleges, &c.*—The following statement shows the extent and cost of collegiate education in the different classes of colleges for the two years 1880-81 and 1881-82..

College Education in 1880-81 and 1881-82.

	Arts Colleges.	No. of Institutions.	No. of Scholars on Rolls on 31st March.			Classification according to Race or Creed.						Number Learning.					Expenditure.					
			Reading for B. A.	Reading for F. A.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Vernacular.	Latin.	Persian.	Sanskrit.	Grants from Provincial Revenue.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.
1880-81.	Government. First Grade	3	162	348	510	6	4	491	9	...	397	2	5	106	89,254	20,741	...	487	81	1,10,563
	Government. Second do.	7	...	181	181	1	11	166	2	1	163	...	2	16	27,678	4,646	...	421	11	32,756
	Government. Total	10	162	529	691	7	15	657	11	1	560	2	7	122	1,16,932	25,387	...	908	92	1,43,319
	Aided. First Grade	4	134	305	439	23	67	335	14	...	354	40	5a	35	12,143	12,397	...	9,821	16,910	51,271
	Aided. Second do.	8	...	275	275	2	22	250	1	...	248	2	...	25	9,716	4,465	...	6,995	11,210	32,386
	Aided. Total	12	134	580	714	25	89	585	15	...	602	42	5	60	21,859	16,862	...	16,81	28,120	83,657
	Unaided. Second Grade	2	...	116	116	...	...	116	...	...	92	...	...	24	...	1,861	...	...	8,385	10,246
	Grand Total	24	296	1,225	1,521	32	104	1,358	26	1	1,254	44	12	206	1,38,791	44,110	...	17,724	36,597	2,37,222
1881-82.	Government. First Grade	3	205	343	548	9	10	520	9	...	412	3	5b	126	99,959	22,867	...	929	165	1,23,920
	Government. Second do.	7	...	194	194	1	6	184	3	...	165	...	1	28	30,287	5,568	...	1,069	5	36,929
	Government. Total	10	205	537	742	10	16	704	12	...	577	3	6	154	1,30,246	28,435	...	1,998	170	1,60,849
	Aided. First Grade	4	194	330	524	29	62	416	16	1	423	44	5	52	14,159	15,695	12,305	10,504	8,444	61,107
	Aided. Second do.	8	...	304	304	1	28	272	2	1	278	1c	...	25	9,717	5,982	1,499	7,917	11,197	36,312
	Aided. Total	12	194	634	828	30	90	688	18	2	701	45	5	77	23,876	21,677	13,804	18,421	19,641	97,419
	Unaided. Second Grade	3	...	124	124	2	12	110	...	...	107	...	...	17	...	3,205	...	3,120	4,006	10,331
	Grand Total	25	399	1,295	1,694	42	118	1,502	30	2	1,385	48	11	248	1,54,122	53,317	13,804	23,539	23,817	2,68,599

a Also 16 Greek. b Also 2 Arabic. c Also 20 Greek.

The number of both Government and aided colleges thus remained stationary, but the number of students increased in each, especially in the class reading for the degree, and on the 31st March 1882 there were 1,694 college students against 1,521 the year before. Of the 1,694, 399 had passed the first examination in arts, and were studying for a degree.

The numbers, &c., of colleges in 1871 and 1882 are compared in the following:—

Comparative Return of Colleges in 1871 and 1882.

Colleges.	1871.					1882.				
		B. A. Examination.		F. A. Examination.			B. A. Examination.		F. A. Examination.	
	Attendance.	Examined.	Passed.	Examined.	Passed.	Attendance.	Examined.	Passed.	Examined.	Passed.
Government.										
Presidency College	116	30	23	18	16	211	63	40	39	27
Cumbakonum do.	98	24	15	39	26	271	34	26	87	67
Rajahmundry do.	...	...	...	...	...	66	10	5	22	13
Berhampore do.	...	...	...	...	...	14	...	...	3	...
Bellary do.	12	...	...	4	1	15	...	...	8	4
Cuddalore do.	...	...	...	...	...	21	...	...	11	7
Salem do.	...	...	...	...	...	13	...	...	8	3
Madura do.	...	...	...	...	...	41	...	...	10	8
Calicut do.	21	...	...	8	6	53	...	...	26	9
Mangalore do.	18	...	...	...	...	37	...	...	16	6
Total	265	54	38	69	49	742	107	71	230	144
Aided.										
Madras Christian College	71	*a*	5	*a*	8	344	58	39	99	63
Sullivan's Garden's Seminary	5	...	...	...	...	...	...	...	...	...
St. Joseph's College, Negapatam	12	*a*	...	*a*	1	68	11	5	11	8
Tanjore St. Peter's College	9	...	...	*a*	4	87	9	4	28	18
Doveton Protestant do.	23	*a*	2	*a*	3	25	...	...	7	4
Vizagapatam Hindu do.	...	...	...	...	...	23	...	...	8	3
Masulipatam Noble do.	17	...	...	*a*	3	23	...	...	6	1
Madras Pachiyappa's do.	...	...	...	...	...	72	...	...	22	14
Trichinopoly S. P. G. do.	...	...	...	...	...	74	...	...	32	20
Tinnevelly C. M. S. do.	...	...	...	...	...	12	...	...	9	4
Do. Hindu do.	...	...	...	...	...	40	...	...	20	11
Sawyerpuram S. P. G. do.	...	...	...		...	22	...	...	9	6
Coimbatore do.	...	...	...	...	...	38	...	...	14	8
Total	137	*a*	7	*a*	19	828	78	48	265	160
Unaided.										
Vizagapatam Maharajah's College	...	...	...	...	...	23	...	...	12	7
Calicut Kerala Vidyasala	...	...	...	...	...	86	...	...	36	27
Mangalore St. Aloysius College	...	...	...	...	...	15	...	...	...	...
Total	...	...	...	...	...	124	...	...	48	34
Grand Total	402	*a*	45	*a*	68	1,694	185	119	543	338

a Figures not available.

The only college which existed in 1871 but which appears no longer in the return is Sullivan's Garden's Seminary. It is still in existence, but it is mainly a theological institution, and has been withdrawn from Government inspection. It occasionally sent a student or two into the University examinations.

Fuller particulars for each college for 1881-82 are given in the following

Madras Presidency—

Colleges.	Number of Scholars on the Rolls on 31st March 1882.			Average number on the Rolls monthly during the year.	Average daily attendance.	Classification according to Race or creed of the Scholars on 31st March.				
	Reading for B. A. degree.	Reading for F. A. degree.	Total.			Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
Government.										
First Grade.										
Presidency	117	94	211	147	161	9	9	186	7	...
Cumbakonum	77	194	271	239	221	...	...	270	1	...
Rajahmundry	11	55	66	63	57	...	1	64	1	...
Second Grade.										
Berhampore	...	14	14	7	6	...	...	14	...	...
Bellary	...	15	15	12	9	...	...	15	...	...
Cuddalore	...	21	21	17	15	...	...	21	...	...
Salem	...	13	13	12	11	...	...	13	...	...
Madura	...	41	41	27	25	...	...	39	2	...
Calicut	...	53	53	38	33	1	2	49	1	...
Mangalore	...	37	37	31	29	...	4	33	...	...
Total	205	537	742	620	567	10	16	704	12	...
Aided.										
First Grade.										
Madras Christian	154	190	344	307	271	3	31	294	15	1
Doveton Protestant	4	21	25	18	16	24	1	...	...	...
Tanjore S.P.G.	21	66	87	66	57	...	5	81	1	...
Negapatam St. Joseph's	15	53	68	46	67	2	25	41	...	...
Second Grade.										
Vizagapatam Hindu	...	23	23	20	20	1	...	22	...	...
Masulipatam Noble	...	23	23	21	18	...	...	23	...	...
Pachaiyappa's	...	72	72	49	43	...	...	72	...	...
Trichinopoly S.P.G.	...	74	74	70	56	...	3	70	1	...
Sawyerpuram S.P.G.	...	92	22	20	19	...	20	2	...	...
Tinnevelly C.M.S.	...	12	12	11	8	...	5	7	...	...
Do. Hindu	...	40	40	28	24	...	...	38	1	1
Coimbatore	...	38	38	30	25	...	...	38	...	...
Total	194	634	828	686	624	30	90	688	18	2
Unaided.										
Second Grade.										
Vizianagram Maharaja's	...	23	23	23	22	...	...	23	...	...
Mangalore St. Aloysius'	...	15	15	15	15	2	12	1	...	...
Kalicut Kerala Vidyasala	...	86	86	73	64	...	...	86	...	...
Total	...	124	124	111	101	2	12	110	...	...
Total English Colleges	399	1,295	1,694	1,417	1,292	42	118	1,502	30	2
Oriental (Government)										
Tiruvadi Sanskrit College	20	18	38	41	37	...	...	38	...	...

statement :—

Arts Colleges in 1881-82.

Number of scholars on 31st March learning				Expenditure from						Annual cost of educating each scholar.		REMARKS.
A. Vernacular Language.	Latin.	Persian.	Sanskrit.	Provincial Revenues.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Total cost.	Cost to Government.	
										Rs. A. P.	Rs. A. P.	
176	3	5	25	58,445	9,486	...	824	120	68,875	395 13 4	335 14 3	*a* Also 2 Arabic.
180	...	...	91	21,476	11,011	...	105	45	32,637	136 8 11	89 13 9	
56	...	...	10	20,038	2,370	...	...	...	22,408	355 10 11	318 1 0	
8	...	...	6	4,009	238	...	...	...	4,247	606 11 5	572 11 5	
12	...	...	3	5,374	444	...	...	...	5,818	484 13 4	447 13 4	
20	...	...	1	4,156	597	...	...	...	4,753	279 9 5	244 7 6	
13	...	...	...	3,556	449	...	43	...	4,048	337 5 4	296 5 4	
32	...	1	8	2,660	983	...	...	3	3,646	135 0 7	98 8 3	
53	...	...	...	5,485	1,876	...	541	2	7,904	208 0 0	144 5 6	
27	...	...	10	5,047	981	...	485	...	6,513	210 1 7	162 12 11	
577	3	6	154	1,30,246	28,435	...	1,998	170	1,60,849	...	...	
309	...	5	30	7,200	11,160	12,293	2,197	...	32,850	107 0 1	23 7 3	
1	24	...	...	3,477	1,182	12	6,507	...	11,178	621 0 0	193 2 8	
68	...	...	19	1,354	2,018	...	...	217	3,589	54 6 1	20 8 3	
45	20	...	3	2,128	1,335	...	1,800	8,227	13,490	...	...	
21	1	...	1	926	313	1,499	...	...	2,738	136 14 5	46 4 10	
18	...	...	5	1,600	472	...	2,309	2,179	6,560	312 6 1	76 3 0	
62	...	...	10	792	1,722	...	3,797	...	6,311	128 12 9	16 2 8	
69	...	...	5	1,675	1,435	...	...	2,271	5,381	76 13 11	23 14 10	
22	*a*	...	...	1,109	422	...	...	2,093	3,624	181 3 2	55 7 2	*a* Also 20 Greek.
12	...	...	...	785	137	...	1,701	...	2,623	238 7 3	71 5 10	
37	...	...	3	1,163	663	...	110	1,954	3,890	138 14 10	41 8 7	
37	...	...	1	1,667	818	...	...	2,700	5,185	172 13 4	55 9 1	
701	45	5	77	23,476	21,677	13,804	18,421	19,641	97,419	...	...	
12	...	...	11	...	546	...	...	3,914	4,460	193 14 7	...	*b* Among the Hindus there are 1,095 Brahmans, 41 Vaisyas, 339 Sudras.
15	...	...	...	...	71	...	...	...	71	4 11 9	...	
80	...	...	6	...	2,588	...	3,120	92	5,800	79 7 3	...	
107	...	...	17	...	3,205	...	3,120	4,006	10,331	93 1 2	...	
1,385	48	11	248	1,54,122	53,317	13,804	23,539	23,817	2,68,599	...	...	
...	...	...	38	...	...	...	453	...	453	11 0 9	...	

The Statistics required for each college establishment on the 31st March 1882, and of the expenditure in 1881-82, are as follow:—

Colleges.		Expenditure in 1881-82 from					
		Provincial Revenues.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government First Grade (3).							
Presidency.							
Principal and Professor	1,250	58,445	9,486	...	824	120	68,875
1 Professor	1,000						
1 do.	850						
1 do.	800						
1 do.	640						
1 do.	450						
1 Assistant Professor	350						
Cumbakonam.							
Principal	750	21,476	11,011	...	105	45	32,637
1 Assistant	450						
1 do.	260						
1 do.	190						
1 do.	125						
1 do.	90						
1 do.	80						
Rajamundry.							
Principal	760	20,038	2,370	...	...	...	22,408
1 Assistant	500						
1 do.	300						
1 do.	200						
Government Second Grade (7).							
Bellary.							
Principal	500	5,374	444	...	...	...	5,818
1 Assistant	125						
Calicut College.							
Principal	400	5,485	1,876	...	541	2	7,904
1 Assistent	150						
Mangalore.							
Principal	500	5,047	981	...	485	...	6,513
1 Assistant	115						
Berhampore.							
Head-master	240	4,009	238	...	...	...	4,247
1 Assistant	150						
Salem.							
Head-master	300	4,156	597	...	...	...	4,753
1 Assistant	95						
Cuddalore.							
Head-master	165	3,556	449	...	43	...	4,048
1 Assistant	120						
Madura.							
Head-master	220	2,660	983	...	...	3	3,646
1 Assistant	115						

Colleges.		Expenditure in 1881-82 from					
		Provincial Revenues.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Aided First Grade (4).							
Madras Christian.							
Principal	450	5,400	11,160	14,093	2,197	...	32,850
1 Professor	450						
1 do.	450						
1 do.	450						
1 do.	365						
1 do. (Assistant).	175						
The full salaries of the Principal and some of the Professors were not drawn on account of the reduction of the grants. As the grants have been restored the full salary will be given, which will add about Rs. 4,000 to the annual expense.							
Doveton Protestant.							
Principal	500	3,477	1,182	12	6,507	...	11,178
1 Assistant	225						
1 do.	200						
Tanjore S. P. G.							
1 Assistant	100	1,354	2,018	...	....	217	3,589
1 do.	90						
1 do.	60						
No information is available regarding the salaries of European teachers who attend to college work for certain hours.							
Negapatam St. Joseph's.							
Principal	500	2,128	1,335	...	1,800	8,227	13,490
1 Professor	450						
1 do.	400						
1 do.	400						
1 do.	400						
1 do.	200						
1 do.	120						
Aided Second Grade (8).							
Vizagapatam Hindu.							
1 Head-master	225	926	313	1,499	...	...	2,738
1 Assistant	125						
Masulipatam Noble.							
1 Head-master	300	1,600	472	...	2,309	2,179	6,560
1 Assistant	100						
Pachaiyappa's.							
Principal	400	792	1,722	...	3,797	...	6,311
1 Assistant	200						
Trichinopoly (S. P. G.)							
Principal	350	1,675	1,435	...	...	2,271	5,381
1 Assistant	100						
Sawyerpuram.							
Principal	220	1,109	422	...	...	2,093	3,624
1 Assistant	70						
Tinnevelly C. M. S.							
Principal	300	785	137	...	1,701	...	2,623
1 Assistant	70						

Colleges.		Expenditure in 1881-82 from					
		Provincial Revenues.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Tinnevelly Hindu.							
Head-master	200	1,163	663	...	110	1,954	3,890
1 Assistant	70						
Coimbatore.							
Principal	350	1,667	818	...	...	2,700	5,185
1 Assistant	150						
Unaided (3).							
Kerala Vedyasala.							
Principal	425	...	2,588	...	3,120	92	5,800
1 Assistant	100						
Maharaja's—Vizianagram.							
Head-master	350	...	546	...	...	3,914	4,460
1 Assistant	150						
Mangalore St. Aloysius' (No Return)	...	...	71	...	...	...	71

2. *Race, or caste of pupils, with facts bearing on social position, &c.*— Particulars of race and religion are given in the preceding statement.

The following shows in a general way the occupation of the parents or guardians of college students.

Colleges.	Pupils whose parents or guardians are					
	Officials.	Traders.	Farmers or Land-owners.	Artizans.	Others.	Total.
Government	256	42	335	2	107	742
Aided	308	113	257	...	150	828
Unaided	59	13	24	...	28	124
Total	623	168	616	2	285	1,694

Regarding the social position, &c., of pupils, the Principal of the Presidency College writes as follows :—

" The following statement drawn up on the 31st March last, shews the classes of the population to which the pupils of the Presidency College belong" :—

	Officials.	Traders.	Farmers.	Artizans.	Coolies.	Others.	Total.
College	80	17	47	1	...	66	211
High school	53	18	18	2	...	44	135
Middle school	38	18	4	1	...	37	98
Total	171	53	69	4	...	147	444

"The wealthy classes" being a very elastic phrase, it is not easy to say whether or not they pay enough for the education of their children. Very few native officials can be called wealthy, and as far as they are concerned, the fee could not be much raised without injury. The same may be said of the 'Trader' and 'Farmer' classes: under the head of 'others' come some who may be described as poor, being the children of teachers in aided or private schools, and some who may be designated wealthy, such as the children of a few prosperous pleaders. Taking them as a whole, I should think it a misnomer to designate as wealthy the classes from which the pupils of the Presidency College are drawn."

The Principal of the Christian College says:—

"It is difficult to say anything definite as to the wealth or social position of the families from which students come. It may be held however as a fair approximation to facts to state that, one year with another, the students of the college may be divided as follows:—

(*a*). 36 per cent. are the sons of men who are or have been in some form or other of Government employment.

(*b*). 14 per cent. are the sons of men engaged in trade either on a large scale or a small.

(*c*). 35 per cent. are the sons of men engaged in agriculture.

(*d*). 15 per cent. are the sons of teachers, pleaders, private medical practitioners, and of men of other miscellaneous professions.

"Of these four classes the great majority of the first are to be reckoned as belonging to families that are not destitute but decidedly poor. Most of the high and wealthy officials seem still to think that their sons must be educated in Government colleges, and those whose sons attend this college are generally in the lowest and worst paid grades of the public service. The sons of high officials are not however unrepresented in this college. Perhaps 5 per cent. of the entire number of students are the sons of officials who may be fairly regarded as wealthy.

"The families to which students of the second and fourth classes belong are all comfortably off, and many of them decidedly well off.

The families to which the students of the third class belong represent the extremes in the social scale. The great bulk are extremely poor, the students that come from them being however among the most persevering and aspiring of all. A few students of this class are the sons of decidedly wealthy landholders.

"Upon the whole the students of this college seem to me in this point of view very similar to those of a Scottish University. A considerable proportion are extremely poor and able to carry on their studies only by means of scholarships or the assistance of generous patrons. The decided majority however belong to families in sufficiently good circumstances to provide for their education, though in many cases only at the cost of a struggle."

The Principal of the Kerala Vidyasala, Calicut, writes:—

"There can be no doubt that the Brahmans and Nayars, the two highest castes in Malabar, are those who mainly help to fill our schools. Many of these are sons of officials and well-to-do landowners, who wish their sons to become Government servants or vakeels."

"Coimbatore College.—We had a college class during 1868, 1869, 1870, and the earlier part of 1871. It was abolished in May 1871 as the strength had greatly fallen on account of the Government order that none should be entertained in the public service after the age of 25. The class was opened again in February 1876."

Class.	Strength.	Race or Caste.	Social position.	Wealth of the families to which they belong.			Professions followed by their parents or guardians.		
				Rich.	Moderate.	Poor.	Officials.	Farmers.	Traders.
VIII & VII	38	Hindus	Petty high	7	12	19	27	10	1

Regarding other institutions there is no information on this point before us.

3. *Results of University Examinations.*—For the degree of Master of Arts no college prepared students. Nine candidates, however, presented themselves for examination for that degree, in each of the years 1880-81 and 1881-82, and five were successful on each occasion.

The general results for the other two arts examinations in both years are shown in the following statement:—

Return shewing the results of Arts examinations in the Madras Presidency during the official years 1880-81 and 1881-82.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Creed of passed Scholars.			Percentage of passed scholars to total number at the beginning of the year on the roll of the class examined.		
	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Hindus.	Muhammadans.	Others.	Government Institutions.	Aided Institutions.	Other institution.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17	18	19
Arts Colleges.																				
Bachelor of Arts 1880-81	3	2	2*a*	7	76	48	33	38	195	54	27	18	14	113	102	...	11	30·2	27·3	
Bachelor of Arts 1881-82	3	3	2*a*	8	107	78	40	36	261	71	48	19	6	144	127	...	17	44	36	Not ascertainable.
First Arts or Previous Examination. 1880-81	9	12	6	27	166	185	71	56	478	60	71	29	7	167	133	5	29	14·7	15·4	
First Arts or Previous Examination. 1881-82	10	12	8	30	230	265	147	91	733	145	159	87	32	423	381	6	36	27	27	

a These two and some of the F. A. Unaided Colleges are beyond the limits of the Presidency, and, strictly speaking, should not be included anywhere in this Report.

In 1881-82 there were thus eight colleges, three Government and five non-Government, educating up to the standard of the B. A. degree. These presented, and passed students as follows:—

	Presented.	Passed.	Percentage of passed to presented.
3 Government colleges . . .	107	71	66·3
3 Aided „ . . .	78	48	61·5
2 Unaided „ . . .	40	19	47·5

The number of colleges presenting candidates at the first examination in arts was 30.

	Presented.	Passed.	Percentage of passed to presented.
10 Government colleges . . .	230	145	63·0
12 Aided „ . . .	265	159	60·0
8 Unaided „ . . .	147	87	59·1

For the lower examination the results were thus remarkably uniform for the three classes of institutions. In that for the degree the aided colleges held their own well as against Government institutions, but the unaided fell much below.

On the whole, collegiate education shows a great advance during the year, from 195 candidates for the degree, of whom 113 passed.

to	261	„	„	„	„	144	„ and
from	478	F. A. candidates		„	„	167	„
to	733	„	„	„	„	423	„

This very large addition to the number passing the first examination in arts, promises a great extension of higher collegiate education, and, as a matter of fact, we find that the B. A. classes contained 399 students on the 31st March 1882, against 296 the year before, showing an increase of very nearly 35 per cent. in the number of students reading for the degree. It has, however, to be noted that the large increase in the number of F. A. passes, was to a considerable extent due to the severity of the examination of December 1880, and the comparative tendency of the succeeding one.

The languages taught in colleges, with the number of students reading each, will be found on page 106 and the results of the examinations for each college on page 110.

4. In the University of Madras there has not hitherto been any opportunity for students to graduate in a scientific course. Quite recently, however, the Senate has decided to establish an examination for the degree of Bachelor of Science.

Though, however, there have been granted no degrees in Science, Physical Science has formed one of three optional branches for the degree of B. A.

The following statement, furnished to us by the courtesy of the Registrar of the University, will show the absolute number of students, who have selected Physical Science, and the number as compared with the number in each of the other two optional branches, for the last six years:—

Year.	Registered.			Examined.			Passed.			Total percentage passed in each optional subject.		
	Mathematics.	Physical Science.	Logic & Morals.	Mathematics.	Physical Science.	Logic & Morals.	Mathematics.	Physical Science.	Logic & Morals.	Mathematics.	Physical Science.	Logic & Morals.
1876-77 . . .	52	8	76	49	8	72	41	8	47	83·7	100	65·3
1877-78 . . .	60	3	94	60	3	87	44	...	81	73·3	...	93·1
1878-79 . . .	67	12	158	66	12	153	40	9	130	60·6	75	84·9
1879-80 . . .	51	18	112	50	18	107	35	17	70	70	94·4	65·4
1880-81 . . .	60	15	123	59	15	121	51	13	97	86·4	86·6	80·2
1881-82 . . .	80	36	154	77	36	148	71	34	102	92.2	94·4	68·9
	370	92	717	361	92	688	282	81	527	77·2	...	...

This shows the very small way that Physical Science has hitherto made. The following numbers for the two chief colleges on the 31st March last would seem to show that the study has received an impetus.

Optional subjects taken by B. A. Students.

College.	Mathematics.	Physical Science.	Logic and Morals.	Total.
Presidency	21	33	63	117
Christian	7	91	56	154

5. *College Libraries.*—The following return of the number of volumes in each College Library, the number taken out during the year 1881-82, and the grants, has been compiled in the office of the Director of Public Instruction.

College Libraries.

Institution.	Number of Books in the Library on 31st March 1882.	Number of Books taken during 1881-82.	Amount of Government grant.			Remarks.
Goveenment Colleges.						
Presidency College . . .	3,289	1,307	1,000	...	...	
Rajamundry do. . . .	934	390	250	...	...	
Combaconam do. . . .	1,164	369	300	...	...	
Berhampore do. . . .	398	144	100	...	...	
Bellary do. . . .	1,672	311	200	...	...	
Cuddalore do. . . .	1,150	291	100	...	...	This is annual.
Salem do. . . .	374	363	100	...	...	
Calicut do. . . .	772	600	200	...	...	
Mangalore do. . . .	314	448	200	...	...	
Madura do. . . .	...	...	...	...	...	
Aided Colleges.						*a* This is the total amount received since the institution of the library, twenty years ago.
Madras Christian College .	2,224*b* 781 *c*	2,165 11,000	980*a*	...	...	*b* Reading library.
Doveton College . . .	809	210	...	...	...	*c* Consulting library.
Vizagapatam Hindu College .	195	...	...	...	...	Library grants to aided institutions may be given at such intervals as the Director of Public Instruction may consider expedient.
Madras Pachaiyappa's do. .	700	64	...	...	...	
Masulipatam Noble do. .	1,645	165	...	...	...	
Trichinopoly S. P. G. do. .	1,120	...	...	...	...	
Tanjore do. . .	5	...	...	...	...	
Negapatam St. Joseph's do. .	653	6,000	...	...		
Tinnevelly Hindu do. . .	184	134	...	...	...	
Coimbatore do. . .	278	...	...	...	...	
Unaided Colleges.						*d* The whole library was presented by Government.
Vizianagaram Maharaja's College .	504	102	...	...	...	
Calicut Kerala Vidyasala *d* .	267	212	1,270	...	...	

6. *Laboratories and apparatus for instruction.*—The following is the return furnished under this head:—

Institutions.	General character of apparatus for instruction.	Approximate value of such apparatus.	Government grant towards the apparatus in Aided Institutions.	Remarks.
		Rs. A. P.	Rs. A. P.	
Government Colleges.				
Presidency College	Physical & Chemical *a*	...	...	*a* No return received.
Rajahmundry do.	do.	200 0 0		
Combaconam do.	do. *a*	...		
Berhampore do.	do.	435 0 0		
Bellary do.	do.	250 0 0		
Cuddalore do.	do.	180 0 0		
Salem do.	do.	260 0 0		
Madura do.	do.	180 0 0		
Calicut do.	do.	270 0 0		
Mangalore do.	do.	250 0 0		
Aided Colleges.				
Madras Christian College	Physical & Chemical	3,699 10 10	1,740 0 0	Grants for apparatus required for instruction in Science or Art are given once.
Doveton Protestant do.	do.	1,089 0 0	...	
Vizagapatam Hindu do.	do.	270 0 0	199 2 0	
Masulipatam Noble do.	do.	130 0 0	...	
Madras Pachaiyappa's do.	do.	331 15 10	...	
Trichinopoly S. P. G. do.	do.	500 0 0	192 4 0	
Tanjore do. do.	do.	119 4 9	...	
Negapatam St. Joseph's do.	do.	3,100 0 0	780 6 11	
Tinnevelly Hindu do.	do.	288 12 3	94 6 1	
Coimbatore do.	do.	230 0 0	...	
			...	
Unaided Colleges.				
Vizianagaram Maharaja's College	Physical & Chemical	102 10 8		
Calicut Kerala Vidyasala do.	do.	900 0 0	550 0 0	

7. *Income and Expenditure.*—See pages 106 and 108.

8. *Fees.*—For the rates see page 50. There are no recognized exemptions from payment, except in the case of a small number of free scholars. Stipendiary scholars are required to pay the fee out of their scholarship. In Government colleges the fees are paid into the treasury. In private colleges they go to defray part of the expenditure.

9. *Scholarships.*—In sending us the return of scholarships in Government colleges the Director of Public Instruction writes:—"The amount of scholarships actually drawn on the 31st March 1882 is exhibited under each College as below. No entry appears under many of the Institutions, as scholarships were not sanctioned until after the publication of the results of the University examinations, and as no information was furnished by heads of schools in the returns furnished to this office."

The general rules for scholarships will be found on page 61. Such detail as we have follows under each College.

Presidency College.—To scholarships at Rs. 16 tenable for 4 years—the first two years either in the Calicut College or in the Presidency College, and the last two years in the Presidency College.

One scholarship at Rs. 4 from middle school, Mailapur.

	Rs.	As.	P.
Combaconam College	65	0	0
Rajahmundry College	30	0	0

"*Christian College.*—The college possesses one endowed scholarship of Rs. 9 per mensem, tenable throughout the four years of the college course. Three scholarships are paid into the college funds by certain schools on account of scholars from these schools now reading in the college. A sum of about Rs. 1,400 per annum, but varying in its precise amount from year to year, is expended on scholarships to "students from mission schools, or to Christian students from any schools in the remoter districts of the Presidency or neighbouring states." Of this sum, Rs. 675 comes from the interest on invested funds; and the remainder from annual subscriptions given by old students and others interested in the college.

"A fair proportion of the Government district scholarships and the Government scholarships for Muhammadans are held at this college, but the number of such scholarship-holders is of course different in different years.

"Besides this, there are four schools each of which sometimes sends the pupil who passes highest at the matriculation examination to this college with a scholarship, and special scholarships, such as "Mysore Palace" scholarships, have sometimes been held by students here. But these do not pass through the college funds, and their existence is not officially known to the managers of the college, so that they do not properly fall to be noticed in this connection.

"On the 31st March 1882, the following was the number of students holding scholarships of the various kinds that should be enumerated in this paper.

(*a*) On the endowed foundation	3
(*b*). Holding scholarships paid to the college on account of special students by the schools from which they come	3
(*c*) Holding scholarships paid partly from interest on investment, partly from subscriptions	24
(*d*) Holding Government District scholarships	13
(*e*) Holding Government scholarships for Muhammadans	9
TOTAL	52"

"*Doveton College.*—

"The amount paid for scholarships during the year was Rs. 1,220. The scholarships are given by the Committee according to the results of the University entrance and first arts examinations, and are paid from the interest of the endowments. There is no separate scholarship fund.

"*Four* scholarships of Rs. 10 each are given annually to the four of the students entering the junior first arts class who stood highest in the University martriculation pass list, two of them being reserved for Doveton students, the other two being assigned to students of any other institutions who have passed higher than any of the Doveton students not holding scholarships. These scholarships rise to Rs. 20 or Rs. 15 each in the 3rd and 4th years of the student's curriculum, according as he passes the first in arts examination in the first or in the second class."

Pacheappa's College.—Twelve scholarships of Rs. 4 each.

Noble College, Masulipatam.—Rupees sixty. The Principal writes:—

"Government would do well if, in districts where there is no Government College, they were to offer one or two scholarships, (say of sufficient amount to cover the fee), for competition in the college classes of aided colleges, to be decided annually by examination conducted by the Inspector of schools or others whom he should appoint. If there were two assigned for each class, one might be given for mathematics and one for English. This, I am confident, would be a great stimulus and have an excellent effect upon such colleges."

Sawyerpuram S. P. G. College.—Madras Diocesan Committee scholarships valuing Rs. 120 per mensem.

Tinnevelly C. M. S. College—"About one-half of the boys are free scholars."

Berhampore.—Second Grade Government College Rs. 44 per mensem.

Madura.—Second Grade Government College Rs. 10 per mensem.

Mangalore.—Second Grade Government College Rs. 5 per mensem.

Calicut.—Second Grade Government College Rs. 9 per mensem.

Several of the witnesses referred to the system of free scholarships at present in force, by which, as will be seen from the rules on page 62, a certain number of the students who distinguish themselves at the various examinations are admitted free into Government Colleges. The managers of non-Government institutions are thus compelled either to part with their most promising pupils or to forego their fees. It certainly seems that it would be fairer and in every way better if rewards given by Government were given impartially to all schools, and if, instead of free-scholarships, an allowance equivalent to the fee were made, which the pupil enjoying it might draw whether he attended a Government or a non-Government Institution.

10. *An estimate of the number of graduates from collegiate institutions (Government, aided, and unaided) who between 1871 and 1882 have joined (a.) the public*

service; or in a private capacity, (b.) the legal, (c.) the medical, (d.) the civil engineering professions.

The Director of Public Instruction informs us "that, according to the information gathered from the Accountant General's Registers and other papers, 296 graduates approximately have joined the public service between 1871 and 1882."

The Registrar of the University gives, in his evidence, the following valuable information on this point:—

"As a great deal of misapprehension exists on this matter of educated Natives obtaining remunerative employment, I have had a statement drawn up shewing the present position of the Bachelors of Arts of the University of Madras. The statement must not be taken as complete or even as very accurate, there not having been time to communicate with graduates in cases where more definite information was wanting. But it is sufficiently accurate and complete to enable the Commisssion to see that the oft-repeated outcry that we are raising up a race of men who cannot find remunerative employment is very far from the truth."

Bachelors of Arts up to 31st March 1882.	In Government Service.							Teachers in Aided and Private Schools.	Vakils.	Merchants.	Mirasidars.	In service of Native States.	Of independent means.	Pensioners.	Students at Professional colleges.	Total.	Occupation unknown.
	Judicial.	Revenue.	Educational.	Engineering.	Indian Medical Service.	Clerical.	Clerks under Rs. 100 per mensem.										
971	118	36	90	4	3	1	96	118	92	4	4	68	55	4	103	796	175

The number of graduates entering in a private capacity a profession has not been inconsiderable except in civil engineering. The Principal of the Civil Engineering College writes, in reply to enquiry:—

"No graduate in arts or engineering who has passed through the Civil Engineering College has joined the civil engineering profession in a strictly private capacity between 1871 and 1882.

"It is true that two or three recently attached themselves to Local Fund Boards for a few months, but only while waiting appointments to the Public Works Department. One graduate is at present so employed, *viz.*, Mr. Hormersgi Nowroji, B. C. E., who has lately been entertained by the Madras Municipal Commission. He will probably throw up the post if offered the Government service."

The following list, supplied by the Principal of the Medical College, shows the number of graduates who joined the Medical Profession in a private capacity between 1871 and 1882:—

M. D.		M. B. and C. M.	
1871	One.	1872	One (since dead).
1872	One.	1881	Two.
L. M. S.			
1878	One.	1880	Eight.
1879	Two.	1881	Two.

From a return obtained through the Director of Public Instruction from the Registrar of the High Court, it appears that no fewer than 126 graduates became legal practitioners between 1872 and 1881, forty-nine in mofussil courts, and seventy-seven in the Madras High Court. Of these, several have become district moonsifs, and one is a judge in Travancore.

From communications received we extract the following regarding three of the colleges.

Presidency College.—From the Presidency College 387 graduates have passed out, and they are accounted for in the following table, which the Principal has kindly furnished:—

Occupation, &c., of Presidency College Graduates.

Government Officials.	Teachers in Non-Government schools.	Mirasidars.	Merchants.	Vakeels.	Service in Foreign states such as Hyderabad, Mysore, Travancore, &c.	Unemployed or living on funded Capital.	Training for special qualifications.			Number surviving.	Not known.	Number deceased.	Total passed from the College.
							Law.	Medical.	Engineering.				
151	27	1	5	54	24	10	49	3	3	327	27	33	387

Christian College.—The Principal writes:—

"The entire number of graduates from this college is about 190. It is not possible to give exact information about all of them, but as nearly as can be made out, about 70 are now employed in various branches of the service of Government, 12 have entered the legal profession in a private capacity, 1 the medical profession, and none that of civil engineering. Of the remainder, some are dead, many are employed as teachers, and a considerable number are still students of medicine or of law. It seems a pity that the profession of teaching was not included among those specified by the Commission. Undoubtedly many graduates are employed as teachers only for a few years, but some adopt it as a profession for life. Of the graduates of this college about 60 are at present teachers, and of these about one-half are likely, so far I can judge, to make teaching the work of their lives."

"*Doveton College.—Number of Graduates between 1871 and 1882, 19;* of whom, 12 are schoolmasters, 1 is a surgeon in the army, 1 in business, 3 are employed as clerks in Government offices; one is a local preacher, Wesleyan, and one is a medical student."

11. The effect of Collegiate instruction on the general education and enlightenment of the people, and the extent to which it has been a means of supplying the Government with efficient public servants, and the community at large with intelligent employés.

On this important subject, the reports on education afford but little assistance, the whole series from 1855 to 1881 having, as far as we have been able to ascertain, but two references to it, one in 1871-72 by Colonel Macdonald (when acting); the other the year following by Mr. Powell. The following extract from the report of the latter for 1872-73 gives briefly the views of both gentlemen:—

"In the Public Instruction Report for last year, Colonel Macdonald makes the following among other observations on the subject: 'Even hostile criticism can hardly deny that, in this Presidency at least, educated Hindus are filling important offices around us in an honorable and creditable manner; that a higher tone is being diffused by them through the public service; that, in integrity and truthfulness, they stand immeasurably above the men of the past generation; that many of them are striving with success to diffuse the blessings of education among their countrymen; and that the number of educated Hindus who can be pointed to as having brought dishonor on the training which they have received is singularly small.' If the late Acting Director's statement is accepted, as I believe it will be, by all whose experience entitles them to form a judgment on the matter, there can be no question as to the effect of the instruction given being largely beneficial. This does not preclude the probability of there being several serious defects in the present system of education; that there are such defects must be acknowledged, and it remains for us to endeavour to remove them."

In April 1873, Mr. Porter, for many years the very successful Principal of Combaconum College, and subsequently tutor to the Maharaja of Mysore, attracted considerable attention by an address delivered at the Convocation of the University of Madras, of which the following extract gives the substance:—

"The present year is in some respects a marked one. Important changes affecting the studies and the length of the course, come into operation next year, and the present is the last under the old regulations. You conclude what may be called the first period in the history of this University. In this space of sixteen years, the progress, if we judge by the members that have passed the various University examinations, has been surprising. The advance has been one triumphant progress without a check. Are there equal grounds for congratulation when we look not at the numbers but at the quality of our students?—The higher education has now been in operation in this presidency for more than twenty years. The earlier pupils of our schools have reached or passed the prime of life,

and many of them now hold high posts in all the departments of public life. Among these are men whose names are widely known among their countrymen, and who are honored where they are known. The pupils of later years have also in large numbers found employment in official life. Of these young men, whose work is carried on in comparative obscurity, I am not in a position to speak with authority. That must be left to the officers who have the immediate supervision of their work. One thing, however, is clear to me. A great change has gradually come about in the feeling with which they are regarded by those who have charge of the administration. In opposition to much prejudice —a prejudice that, to some extent, no doubt, was due to their own failings, among which may be reckoned an unwillingness to begin low enough in the official ladder—they have gradually made their way in the courts and cutcherries, and I believe it is generally admitted that especially in method and regularity, and I believe also in the tone of morality, the public service has in recent years vastly improved."

The next prominent utterance on the subject was that of the Duke of Buckingham in his address at the Convocation of 1st March 1880. After referring to the ample desire for education, he said:—

"Is the desire for education well directed? so directed as to encourage a sound and well-grounded knowledge, rather than a showy, but superficial teaching. In the extended acquisition of the first by its people, there is safety to the commonwealth. In the spread of the latter is danger. He who has acquired the first will judge calmly, and weigh with care the consequences of changes proposed, and consider with thoughtful judgment the measures to be taken or modification of laws or customs necessary to meet the ever-varying phases of a nation's life. He will be no unchanging *laudator temporis acti*, but he will bring the facts, and experiences of bye-gone historic times to aid him in judging the events of the present, and the prospects of the future. In such men are found strong and decided convictions, but it is among such that we must look for those whose counsels should guide Governments and direct and influence the people.

"Does, then, the present education of this Presidency tend to produce such men? I have no doubt in answering this question in the affirmative, and to say that, although there is, no doubt, much of the more showy and superficial sort of learning, easily recognizable, pretentious in style, unsound in argument, ever displaying carefully culled phrases, gathered from the pages of a glossary, not by study of the authors, frequently misused from utter ignorance of the context, although there are many such, yet there are also a large proportion of sound and well-taught men doing honor to the Presidency from which they have sprung and to its University."

In the following year Sir Charles Turner, Chief Justice, and Vice-Chancellor of the University, delivered the convocation address, in the course of which he made the following brief reference to his estimate of the results of the higher education:—

"Modern India has proved by examples that are known to, and honored by, all in this assembly, that her sons can qualify themselves to hold their own with the best of European talent in the council chamber, on the bench, at the bar, and in the mart. The time cannot be far distant when she will produce her philosopher, her moralist, her reformer."

One of the latest expressions of opinion is that of the enlightened Prince of Travancore, His Highness the Maharaja Rama Vurma. He says:—

"That the higher education hitherto given by Government has produced no good results and has simply reared a race of pedants or discontented men is a gross calumny. That the native portion of the Government service and of the bar has immensely improved during these past forty years is a fact which the most cavilling critic will not deny. If this result, full of public importance, is not to be traced to the higher education given by Government, to what else is it due? The result is a happy one equally to the governing and governed classes. The good is far from being confined to British territories. At this moment four native States are being administered by four men who belong to the earlier harvests of the late high school of Madras, and who would do credit to any nation in the world. Under such men as Raja Sir Madhava Rao, Messrs. Ranga Charlu, Ramaiengar, and Seshaiya Sastri, Baroda, Mysore, Travancore and Pudukotta enjoy a good government, which under different circumstances would have been simply impossible. Every educated native in or out of Government service is a radiant point of enlightenment possessing manly self-respect and grateful loyalty to Government."

Mr. Runga Charlu, just mentioned, said in the course of an address at the Mysore Maharaja's College in March 1882.

"All these things mean not an increased expenditure of money on primary education, but on increasing the agency of educated natives interested in the welfare of their countrymen, through whom alone the education of the masses can be successfully effected.

"It will be asked whether educated natives turned out of our Colleges are fulfilling these ends, or whether the presence of a small class of highly educated natives by the side of a large ignorant popu-

lation is a source of danger. I can only answer this question by stating that we have not as yet had sufficient time to see the fruits of higher education. A certain period of incubation must be passed before any great change is achieved. The earlier batches of students who came out of the Government colleges have been rapidly absorbed in the Government service. The students who followed did not find in the uncovenanted service, more or less disorganised and shut against them, circumstances to produce a happy frame of mind; but those who observe the times cannot fail to see, in the numerous societies and associations which are being formed in the interests of the people, and in the manner in which the students are now extensively taking to useful branches of knowledge, such as medicine and engineering, how rapidly the educated classes are settling down in their proper places so as to form a harmonious whole with the great mass of the population. There is no reason to doubt that they will prove a valuable agency to promote the advancement of the masses of their countrymen, as well as a source of strength to the Government. If Government are to help this process of natural adjustment in any way, it will be by a better regulation of their service, which by the increased influence it commands, and the extensive fields of profitable employment it affords, has an unsettling effect upon the economical conditions of society."

The opinions of some of the gentlemen actually engaged in collegiate education may, we think, appropriately find a place here.

Dr. Duncan, of the Presidency College, says:—

"Government educational officers have the same commission as others, namely, to train the moral nature by appealing to every feeling of the human heart, to the religious feelings no less than to the personal and social. To prove that they have not been altogether unsuccessful in the performance of their task, I appeal to the most convincing of evidence—to the stainless and upright lives of the many men all over India who have been trained in Government institutions, and who, as regards moral character, need not fear comparison with the educated classes of any country.

"To me it is clear that the really valuable and vital part of religion is no more excluded from Government schools and colleges than it is from aided Missionary colleges. This is borne out, as I have already said, by the character of the men educated in the State colleges. 'By their fruits ye shall know them.' I would not have the least hesitation in submitting the work of the Government colleges during the last twenty-five or thirty years to this scriptural text."

Mr. Miller, of the Christian College, who, it hardly need be said, has had nothing to do with making this selection, writes:—

"On this point nothing very definite can be said. I would express my opinion that the effect of collegiate instruction has been upon the whole very beneficial in all the ways specified by the Commission. It is easy to say that better results would have been attained if in this particular or in that a different course had been followed. I could easily point out many ways in which, in my own opinion at least, colleges might have done more good than they have done, *e.g.*, if there had been more effort to educate and less pressure to make an appearance at examinations: if there had been more done to put students in the way of procuring information for themselves and less in the way of supplying it to them without effort of their own: if there had been greater endeavour to mould character and awaken thought on the highest themes: if there had been more encouragement to the formation of debating societies and other modes of mutual influence among students in their college years. In these ways and many others, colleges certainly have not done all that they might have done to train their *alumni* for wide and varied usefulness. But, making all allowance for such defects, I cannot think that any one acquainted with the facts will deny or doubt that collegiate education has exerted on the whole an extremely beneficial influence."

Dr. Jean, the head of St. Joseph's College, Negapatam, to whose views the same remark, as to selection, applies, writes as follows:—

"Whatever may be the charges laid against collegiate education, charges which if true, would only prove that it is in man's power to abuse of the best things. One thing is, in my opinion undeniable, namely, that it has refined the manners, and developed a sense of uprightness among educated Hindus in a remarkable degree. It may be that many of them remain without a fixed and solid standard of morality, and act rightly only from utilitarian motives. But even this is a progress, and may be called a beginning of wisdom, and as such, considered a fruit of higher education. As to the charge that it has unsettled religious belief in many, I confess I do not see well its import. Religious belief may be unsettled in this sense, that a man comes to question the truth of what he has hitherto accepted as a religious dogma, and begins to inquire, with a desire of arriving at the truth. But this, I consider as a benefit of higher education. If, by being unsettled in their religious belief is meant that educated Hindus have given up their religious notions simply without substituting new ones, have become agnostics or atheists, I think that the charge applies to very few. In my opinion, most of the educated Hindus still stick to their old religious tenets, not from conviction, but by a sort of natural instinct which makes them stick to anything that has come down to them from their ancestors."

Our extracts on this point may appropriately close with the following cross-examination, by the President of the Commission, of Mr. Justice Mutusami Iyer :—

Q. 1.—Will you favour the Commission with your views regarding a statement sometimes made, that higher education proves detrimental to the morality of young men, and breaks up the ties of family life?

A. 1.—Far from proving in the slightest degree detrimental to the interests of national morality higher education has advanced it. Every one who visits the homes of educated men, will be struck by the change which marks their domestic life. Their wives are no longer their servants but their equals. Attention is paid to the education of both their wives and daughters; the domestic affections have been strengthened by higher education. I would add that, although the Hindu Law permits of a plurality of wives, the spread of higher education has nearly annihilated this evil. The marked improvement in public morality has kept pace with the spread of higher education, and will be testified to by every one connected with the government of the country.

Q. 2.—Then may we take it that your emphatic testimony, based on your exceptionally wide experience of young professional men, is that higher education is not detrimental to morals or family life, and that it is producing a generation of men of whom the country may feel proud?

A. 2.—Perfectly so. There must be exceptions among educated natives as among every other class. But I speak emphatically of that class as a class, and of the overwhelming majority of its members.

We would not be understood to deny that evils and danger exist in connection with higher education. Great movements always have their bad side as well as their good, and care is undoubtedly required in this case if the bad is to be made as small and the good as great as possible. But the evils connected with high education are very fully recounted and often greatly exaggerated by irresponsible writers, and we have thought it well to present the other side of things in the words of men whose circumstances guarantee that whatever they may say on this point, has been deliberately weighed.

SECTION E.

Female Education.

1. *Its extent.*—The extent of female education in Government, aided and unaided schools in 1881-82 is shown in the following statement:—

Class of Institution.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of scholars on 31st March, learning		
					English.	A classical language.	A Vernacular language.
1	2	3	4	5	6	7	8
Government Institutions.							
High Schools . English . . .	2	3	8	6	3	...	1
Middle Schools . English . . .	2	19	19	14	19	...	15
Middle Schools . Vernacular . .	2	10	10	9	...	...	10
Primary Schools . English . . .	2	148	159	137	112	...	51
Primary Schools . Vernacular . .	46	2,040	1,897	1,433	...	...	2,040
Training School for Mistresses . .	1	20	21	18	20	...	20
Total .	55	2,240	2,114	1,617	154	...	2,137

Aided Institutions.

High Schools	English	11	51	42	36	51	4	4
Middle Schools	English	33	399	329	303	383	10	78
	Vernacular	12	77	88	69	...	...	77
Primary Schools	English	71	3,890	4,002	3,335	3,180	71	1,418
	Vernacular	215	10,083	9,668	7,429	106	...	10,048
Training Schools for Mistresses		3	137	137	118	110	...	137
	TOTAL	345	14,637	14,266	11,290	3,830	85	11,762

Unaided Institutions under Regular Inspection.

Middle Schools	English	10	98	87	74	98	...	90
	Vernacular	14	110	116	107	...	...	110
Primary Schools	English	8	250	255	224	193	...	237
	Vernacular	212	6,345	6,070	4,775	5	...	6,345
	TOTAL	244	6,803	6,528	5,180	296	...	6,782
	GRAND TOTAL	644	23,680	22,908	18,087	4,280	85	20,681

To get the exact number of girls at school there must be added to the grand total of 23,680 girls on the rolls of purely girls' schools, 13,681 girls who were in boys' schools, while 637 must be deducted on account of the number of little boys in girls' schools. This gives 36,724 as the exact number of girls at school on the 31st March last. The following statement will show this more clearly. It gives also the nationality of the pupils, and compares the numbers for 1880-81 and 1881-82.

		Government		Aided.		Unaided.		Total.		Nationality of girls in girls' schools.				
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1880-81.	High Schools	1	7	7	31	...	...	8	38 [a]	35	3	...	...	...
	Middle „	3	44	23	278	6	52	32	374 [17]	260	74	34	...	6
	Primary „	44	1,757	338	15,379	118	4,057	500	21,193 [11,310] [b]	2,573	6,594	11,226	480	320
	Normal „	1	20	2	99	...	...	8	119	6	106	7	...	...
	TOTAL	49	1,828	370	15,787	124	4,109	543	33,051*	2,874	6,777	11,267	480	326
1881-82.	High Schools	2	3	11	51	...	...	13	54 [c]	52	2	...	...	...
	Middle „	4	29	45	476	24	208	73	713 [19] [d]	347	291	68	1	6
	Primary „	48	2,188	286	13,973	220	6,595	554	22,756 [13,662] [e]	2,509	6,436	12,960	427	424
	Normal „	1	20	3	137	...	...	4	157	6	144	7	...	...
	TOTAL	55	2,240	345	14,637	244	6,803	644	37,361*	2,914	6,873	13,035	428	430

NOTE.—Girls in boys' schools are in brackets [ ].
* These totals include the comparatively small number of boys that are in girls' schools.
a 14 Boys. *d* 14 Boys.
b 713 „ *e* 620 „
c 3 „

The following two tables will conveniently show the progress during the year of secondary and primary female education separately. The second also distinguishes between English and Vernacular schools.

A.—Secondary Education (Girls) in 1880-81 and 1881-82.

		Government.		Aided.		Unaided.		Total.		Remarks.
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1880-81.	High	1	7	7	31	...	...	8	38	
	Middle	3	44	23	278	6	52	32	374	
	Total	4	51	30	309	6	52	40	412	
1881-82.	High	2	3	11	51	...	...	13	54	
	Middle	4	29	45	476	24	208	73	713	
	Total	6	32	56	527	24	208	86	767	
Percentage of Increase		50·0	37·2*a*	86·6	70·5	300·0	300·0	115	86·4	*a* Decrease.

B.—Primary Education—(Girls schools only) in 1880-81 and 1881-82.

		Government.		Aided.		Unaided.		Total.		Remarks.
		Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
1880-81.	English	4	139	87	5,002	10	722	101	5,863	
	Vernacular	40	1,618	251	10,377	108	3,335	399	15,330	
	Total	44	1,757	338	15,379	118	4,057	500	21,193	
1881-82.	English	2	148	71	3,890	8	250	81	4,288	
	Vernacular	46	2,040	215	10,083	212	6,345	473	18,468	
	Total	48	2,188	286	13,973	220	6,595	554	22,756	
Percentage of Increase		9·0	24·5	15·3*a*	9·1*a*	86·4	62·5	10·8	7·3	*a* Decrease.

Secondary education, though absolutely still trifling, made, except in Government schools, a great advance during the year, from eight high, and thirty-two middle schools, with 38 and 374 pupils respectively, to thirteen high, and seventy-three middle, with 54 and 713 pupils respectively. In this connexion we would remark that the present system, prescribed, we believe, by the Government of India, of returning a department, or even a single small class containing possibly one pupil *as a school* can hardly be other than misleading. It will be observed that the 13 high schools had 54 pupils among them, or four each! and each middle school had on an average fewer than ten. But for the great inconvenience that would result from such a change, we should recommend that, in all returns, a whole school should be returned as *one*, the subordinate entries being arranged to show how many pupils it contained in its high, middle, and primary classes respectively. The same objection holds good in the case of boys' schools; and, considering that

the inconvenience resulting from a change of system would be temporary, while, according to our view, the gain would be permanent, we would suggest the matter for the consideration of the statistical sub-committee of the Commission.

Turning to primary instruction in purely girls' school (Table B), it will be seen that, while Government schools and pupils increased by 9 and 24·5 per cent. respectively, the decrease in those aided was 15 per cent. in schools, and 9 per cent. in pupils. Unaided education, on the other hand, increased by 86 per cent. in schools and 62·5 in pupils. The general result was an increase in primary schools of nearly 11 per cent., and of pupils by 7 per cent.

To female Normal schools there was an addition of one during the year, making the number of such on the 31st March 1882, four, with 157 pupils.

The general tables on pp. 124 and 125 show that the number of girls' schools increased from 543 to 644 or by 18·6 per cent. during 1881-82; and that the number of female pupils, including girls in boys' schools, rose from 33,051 to 37,361, or by 13 per cent. At the close of 1871-72 the total number of female pupils in all schools was 11,503, so that it has a good deal more than trebled during the period. Within the same time, the number of male pupils rose from 123,689 to 354,907, or by something less than three times itself; so that the progress in female, has been rather greater proportionately than in male, education. This may be regarded as a satisfactory feature, and seems to show that, to some extent at least, the action of the Education Department has encouraged efforts directed to the increase of female education; but it will be generally conceded that greater encouragement is needed yet. It is true that part of its action has been directed to the securing of greater efficiency; and this will hardly be considered unnecessary by any one practically acquainted with the matter. For the extension of female education the field is practically unlimited: for the improvement of what already exists there is great necessity, and no policy can be sound that neglects either of these considerations.

3. *Mixed Schools.*—The returns prescribed by the Government of India do not recognize mixed schools. Some years ago, in the Madras returns, a boys' school with one girl, or a girls' school with one boy, was returned as a 'mixed' school. According to the present system of classification, a school is returned as a boys' or a girls' according as the majority of its pupils are boys or girls. Neither method seems calculated to convey a correct impression. Schools of the latter class are essentially 'mixed' schools, and should, we consider, be so returned; while a boys' school with a few girls, or a girls' school with a small number of boys, is still essentially a boys' or a girls' school. Should any rule on the point be laid down, about a third of either sex, with about two-thirds of the other, might constitue a 'mixed' school.

To the policy of such schools the weight of evidence is decidedly adverse; and we should advocate them only in places where girls can get no instruction except by attending boys' schools. To the admission of little boys, not above eight years of age into girls' school we should see no objection.

Our returns show there to have been, on the 31st March last, 637 boys in girls' schools; and the large number of 13,681 girls in boys' schools. We have no information as to the *number* of schools that were not purely female schools, or of the number of boys' schools in which there were girls.

4. *Subjects of instruction and text-books in use.*—The curriculum for girls' schools is the same as for boys', with the addition of needlework and singing. The work for middle and high schools will be found on pp. 73, 74, 83, 86, 87 and 88 of this report. That for the higher examination for women, &c., on p. 10 of Appendix B; and the different result standards on p. 13, &c., of the same.

The work in Government and salary grant schools for the three classes below the second, or upper primary class, is as follows:—

Lower Primary School.

Subject.	Text-Book.	Portion.	Remarks.
	PREPARATORY CLASS A.—*(First Results standard.)**		
Vernacular Reading	Tamil, Telugu, Malayalam or Canarese—Garthwaite's First Book of Lessons, Madras School Series, Part I. Uriya Primer (Borno Bodho). Hindustani Primer of Col. Holroyd's Series, Talim-ul-Mubtadi.	The whole	The pupil must be able to answer very simple questions on the meaning and subject-matter. Reading will be tested in some book of equal difficulty not previously studied.
Vernacular Writing	Copy books or slips	Large hand	Fifty pages to be exhibited. Each page to be dated.
Vernacular Dictation	The reading book in use	Words from the portion read.	
Arithmetic	Tamil, Telugu, Malayalam, Canarese or Hindustani Translation of Colenso, Part I. Uriya-Patiganita.	Notation and numeration to four places of figures. Multiplication table to 4 times 16. Simple addition of numbers of four figures in five lines.	English figures must be used in this as well as in the higher classes.
	IN GIRLS' SCHOOLS.		
Needle Work	Oral and practical instruction from the teacher.	Hemming on calico or coarse cloth	Work to be exhibited.
Singing	Do.	Left to the discretion of the teacher	The teaching of this subject is optional.
	PREPARATORY CLASS B.—*(Second Results standard.)**		
Vernacular Reading	Tamil, Telugu, Malayalam or Canarese, Garthwaite's First Book of Lessons, Madras School Series, Part II. Uriya. Niti Kotha, Part I. Hindustani. First Book of Col. Holroyd's Series, Talim-ul-Mubtadi.	The whol	The pupil must be to able to answer simple questions on the meaning and subject-matter. Reading will be tested in some book of equal difficulty not previously studied.
Writing	Copy books or slips	Round hand	Seventy-five pages to be exhibited. Each page to be dated and signed.
Vernacular Dictation	Any book not used in class equal in difficulty to the reading book in use.	Short sentences.	
Vernacular Poetry	Tamil, Telugu, Malayalam or Canarese. Anthology, No. 1. Uriya Saro Sungraho. Hindustani. Risala-i-Manzumah.	50 lines	The pupil must be able to recite the portion prescribed and to answer simple question on the meaning and subject-matter.
Vernacular Grammar	Oral lessons	Nouns, adjectives and verbs	To be taught in connection with the reading lesson.
Arithmetic	Vernacular translation of Colenso, Part I.	Notation and numeration to seven places of figures. Multiplication table to 12 times 16. Four simple rules.	
Geography	Orally from the map	The chief divisions, towns, rivers, and mountains of the district in which the school is situated.	
	IN GIRLS' SCHOOLS.		
Needle Work	Oral and practical instruction from the teacher	Hemming, top-sewing and felling on fine cloth	Work to be exhibited.
Singing	Do.	Left to the discretion of the teacher	The teaching of this subject is optional.
	FIRST CLASS.—*(Third Results standard.)**		
English Reading	Garthwaite's First English Book, Madras School Series.	The whole	The pupil's ability to construe and converse will be tested not only in the text-book, but also in new sentences only containing such words and constructions as occur in the text-book. Ability to read will be tested in *some book of equal difficulty* not previously studied, due allowances being made for words, with the pronunciation of which the pupil cannot be expected to be acquainted.

* NOTE.—The Results standards are not exactly identical with these—*Vide* page 13, &c., of Appendix 13.

Lower Primary School—continued.

Subject.	Text-Book.	Portion.	Remarks.
English Writing	Vere Foster's, Morgan's, or any series of copy books or copy slips sold at the Central Book Depôt.	Large hand	One hundred pages to be exhibited. Each page to be dated.
English Dictation	The reading book in use	Words from the portion read	Marks will be given both for writing and spelling.
English Grammar	Oral lessons	Nouns, adjectives and verbs	To be taught in connection with the reading lesson.
	The grammatical portion of Garthwaite's First English Book, Madras School Series.	The whole	
Translation from English into the Vernacular.	As contained in Garthwaite's First English Book. "*Vide* Directions to the teacher."	The whole.	
Translation from the Vernacular into English.			
Vernacular Reading	Tamil, Telugu, Malayalam or Canarese. Joyes' Second Reader, Madras School Series.	The whole	The pupil must be able to answer questions on the meaning and subject-matter. The stories and fables will afford suitable matter for home lessons and holiday tasks. The annual examinations will bear chiefly on the other portions of the book. Reading will be tested in some book of equal difficulty not previously studied.
	Uriya. Niti Kotha, Parts II and III	Do.	Do. as far as applicable.
	Hindustani. Second Book of Col. Holroyd's Series, Talim-ul-Mubtadi.	Do.	Do. do.
Do.	Any plainly written manuscript.		
Vernacular Writing	Copy books or slips	Small hand	One hundred pages to be exhibited. Each page to be dated and signed.
Vernacular Dictation	Any book not read in the class, equal in difficulty to the reading book in use	Short passages	Marks will be given both for writing and spelling.
Vernacular Poetry	Tamil, Telugu, Malayalam or Canarese. Anthology, No. I.	The next 10 lines	The pupil must be able to recite the portion prescribed and to answer questions on the meaning and subject-matter.
	Uriya. Sara Sungraho.		
	Hindustani. Risala-i-Manzumah.		
Vernacular Grammar	Tamil. Pope's, No. I	Pages 16—43 (Etymology).	The pupil must be able to make easy applications of the rules to the reading book.
	Telugu. Seshayah's	Pages 1—14.	
	Malayalam. Garthwaite's Essentials of—	The whole.	
	Canarese. Catechism of, Mangalore Edition	First half.	
	Uriya. Byakorono Manjeri	The whole.	
	Hindustani. Sell's Khulasat-ul-Qawaneen	Pages 1—20.	
Arithmetic	Vernacular translation of Colenso, Part I.	Reduction and the compound rules restricted to the Indian weight, measure and money tables published by the Director of Public Instruction.	The pupil's ability to answer easy miscellaneous questions will be tested, but the examination will consist chiefly in working sums in the rules named.
Do.	Mental	The simple rules.	
Geography	Orally from the Map of the Mrdras Presidency	Districts, chief towns, principal rivers and mountains.	
	Vernacular translation of a Short Account of the Madras Presidency, Madras School Book Society.	Introduction, and district in which the school is situated.	
History	Vernacular translation of the World's History, Madras School Book Society.	Chapters I—IX.	
Agriculture	Vernacular translation of Robertson's Agricultural Class Book.	Part I. Soils	The subject may be studied instead of History in rural Schools. It is compulsory in addition to History in elementary Normal Schools and Practising Schools.
	IN GIRLS' SCHOOLS.		
Needle Work	Oral and practical from the teacher	Gathering, back-stitching, working button holes and darning on calico; generally such work as is on the sleeve of a somewhat coarse shirt or a native man's jacket.	Work to be exhibited.
Singing	Do.	Left to the discretion of the teacher.	The teaching of this subject is optional.

The Government Inspectress of girls' schools writes:—

"Some say that the subjects of instruction laid down in standing orders are unsuitable for, and beyond the capacity of Hindu and Mahomedan girls. This does not seem to me to be the case. If girls are to receive education at all, they ought surely to know their own vernacular, the geography of their Presidency, and of India and Asia, the history of their own country, arithmetic, something of hygiene, and a good deal of needlework. These are the subjects prescribed for the first four standards, beyond which a Hindu girl scarcely ever pursues her studies. Agriculture is an optional subject, but in the girls' schools, hygiene is always substituted for it. Many of these subjects are rendered of little value by the way in which they are taught; but this is due to the lack of good teachers, not to the subjects themselves. History appears to be the greatest failure, and I think the reason is that there is no good text-book, and that most of the present teachers, cannot teach orally. Some object that too large a portion is set in each subject, especially in arithmetic. About this I cannot speak positively, as I have not taught the subjects, since the present rules came into force, but I have constantly enquired and watched, since I became Inspectress, and the impression I have gathered is that, with fairly good teaching and fairly good attendance, the portions can be thoroughly learnt within the prescribed time. Some effort is no doubt necessary on the part of both teachers and taught, but would it be desirable to place the standards so low that no effort was required to reach them? One of the most encouraging things at present is the gradual improvement in the schools. It has occurred to me to examine schools and find them unsatisfactorily below the standard, the teachers, apparently, not even knowing what was expected. When this was explained, on going back next year, I have found these same schools in a satisfactory condition, the girls doing easily what before they entirely failed to do. If the standards are seriously lowered, this impetus to improvements will be withdrawn. Arithmetic as taught to Indian girls is the subject which has the most enemies. It is contended that the standard is too high, and that arithmetic is of little use to girls. The standard might be modified somewhat, so as to include more mental arithmetic on the Indian system, and definite instruction in keeping houshold and bazar accounts; and I think that the questions in vulgar fractions for the 4th standard should be really easy. The Code says they are to be easy. But beyond this, I would not lower the standard in arithmetic. I am very far from agreeing with those who think that it is of little use to Indian girls. It is, and should be, of practical use. Not a few Hindu gentleman have said to me that it would be of the utmost importance if the daughters of the house could keep the household accounts, and enable them to dispense with the services of a paid clerk. But besides this, arithmetic is the one subject taught to Indian girls which in any degree exercises their reasoning faculties. Every other subject they may learn by rote, but to make any progress in arithmetic, they must think.

"For the middle school and higher examinations, good and simple vernacular translations of the prescribed text-books are much needed for the few candidates who pass those examinations in the vernacular. These candidates are I believe generally women studying to become teachers, and they are placed at a great disadvantage for want of these translations."

Without entirely endorsing the above views as to the standards, we would remark that we think more has been made of their difficulties than the facts warrant. One argument used against the prescription of the same standards for both boys' and girls' schools, is that it expects from girls' schools, just struggling upwards against many difficulties, as much as from boys' schools which have had a quarter of a century to consolidate and advance. As a matter of fact, the result standards are meant for, and taken advantage of by schools of a very primitive description even in the most backward localities. We do however consider that the standards may with advantage be re-considered by the light of the opinions that have been expressed in evidence; and the regulations as to attendance do undoubtedly press hardly on both boys' and girls' schools.

A capitation grant is advocated by a few, but we should consider the introduction of a standard lower than the present first the preferable mode of recognizing the labour that should be bestowed on the very little ones; and as greatly less liable to abuse than a capitation grant for the number on the roll or for mere attendance.

5. Zenana instruction, and existing agencies, other than schools, for promoting female education.

For the following interesting remarks on this branch of the subject, we are also indebted to Mrs. Brander, who, as will be seen, speaks from personal knowledge:—

"Zenana instruction has generally been carried on by Europeans and Native Christians connected with the missionary societies. In some families instruction is given in the usual school

subjects, but in most I understand that the teaching is confined to Christian religious instruction needlework and a little reading.

"A few Native gentlemen employ European ladies and Eurasian teachers unconnected with missions as governesses for their daughters. The National Indian Association has for one of its chief objects the promotion of female education. The Madras Branch of this association was established in 1875. At the present time the Patron is his Excellency the Governor, the President is Mr. Grigg, the Vice-Presidents Mrs. Carmichael and the Honorable T. Muthusami Ayar, the Honorary Secretaries Mr. Chentsal Rau and myself, and the Honourable Treasurer the Honourable Mir Humayun Jah Bahadur.

"The chief means at present employed by this Branch of the Association for promoting female education are:—

(1.) Social gathering of European and Indian ladies.
(2.) Grants of scholarships to Hindu and Mahomedan school girls.
(3.) An annual exhibition of Needlework, &c.
(4.) Gifts of books to school libraries, and of prizes to school girls.
(5.) Secular Home Education for Indian ladies.

"(1.) I have a small reception of Hindu ladies and school teachers and girls at my house once a month, and larger receptions are held by ladies connected with the Association from time to time at their own houses and at the museum. To these the ladies of the households of all the Madras members of the Association are invited, and many of the ladies engaged in Zenana instruction, with their pupils. Our last gathering numbered more than 70 guests, of whom about 50 were caste Hindu ladies.

"(2.) Last year scholarships were granted to two girls in the central girls' school supported by H. H. the Maharajah of Vizianagram, to induce them to study for the special upper primary examination. They both continued their studies and appeared at the examination, and one passed. Some scholarships were also given in the Hobart Muhammadan girls' school.

"This year ten scholarships are being given to girls in the five schools of H. H. the Maharajah of Vizianagram, and ten in the Hobart Muhammadan girls' school. These scholars have passed the lower primary examination, and the purpose of the scholarships is to induce them to remain in school and pass the upper primary examination.

"(3.) The Association has established an annual exhibition for the purpose of encouraging needlework, drawing, and writing among Indian women and school girls Last year the exhibition consisted of needlework only. This year prizes have been offered for drawing and writing also. The prizes are open for competition to all Hindu and Muhammadan ladies, and to the Hindu and Muhammadan pupils of all girls' school, whether Government, aided, or unaided. The exhibition last year was very successful for a first one, and the one this year promises to be even more so.

"(4.) Gifts of English books and prizes are from time to time received from the Parent Association in London, and distributed to girls' schools here.

"(5.) The most important scheme for the promotion of female education which the Association has in hand is the establishment of secular home education.

"When Colonel Macdonald was President of the Association here, it was represented to him by some of the leading Native gentlemen, that they wished for private teaching for the ladies of their households, somewhat similar to that given by the Christian Zenana teachers, but unaccompanied by Christian religious teaching. The matter was discussed, but the conclusion seemed to be that nothing very satisfactory could be arranged without an Inspectress of girls' schools. When the appointment of an Inspectress was advocated, the desire of these Native gentlemen for secular Zenana teaching was mentioned as one of the reasons in favour of the appointment.

"Last July the Association engaged the services of two teachers, one a Hindu of the Mudaliar caste holding a 3rd Grade certificate, and the other a Native Christian with a 1st Grade certificate. Both have been trained in the Government female Normal school. Their services were at once eagerly sought for by some of the leading Hindu families in Madras: their time is now completely occupied, and as applications are constantly being received for such teachers it will be necessary for the Committee to appoint more. Grants-in-Aid of the salaries of these teachers have been sanctioned by the Government. Fees are charged in each family, varying from 8 annas to Rs. 2, and this Branch of the Association is raising a fund to supply means for extending the work.

"Apart from the National Indian Association, it is I think, desirable that Zenana teaching of all kinds should be improved and strengthened, for it is the only means by which the education of girls can be carried on after the age of 11 or 12. With this end in view, and looking to the fact that Government give nothing towards middle school education for girls, because middle schools for them scarcely exist, I have ventured to propose that Zenana work should, whenever possible, be thrown open to Government inspection and receive Government grants. This proposal has been sanctioned, subject to certain restrictions. These restrictions are, as I have already represented to the Director of Public Instruction, too stringent for the present, and I trust that they will soon be modified."

6. Results of Departmental, University or other recognized Examinations.—The following statement supplies most of the information required under this head:—

Return shewing the results of Examinations for girls in the Madras Presidency, during the official year 1881-82.

Nature of Examination.	No. of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Creed of passed Scholars.		Percentage of passed scholars to total number at the beginning of the year on the rolls of the class examined.	
	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other institutions.	Private Students.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Hindus.	Others.	Government Institutions.	Aided Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		17	18
Matriculation	1	1	...	2	1	2	...	1	4*a*	1	1	...	...	2	...	2	...	...
Standard equivalent to Matriculation . . . . . (*i. e.*, The Higher Examination for women.)	1	4	4	9	7	12	8	28	55	3	3	2	16	24	...	24	43	10
Middle School	1	26	19	46	13	109	99	24	245	7	54	35	8	104	...	104	58	23
Special Upper Primary . .	3	36	3	42	19	181	16	8	224	3	65	8	1	77	3	74	...	...
Upper Primary	6	110	4	120	32	666	14	2	714	23	454	6	1	484	...	...	25	25
Lower Primary	18	208	14	240	145	1,450	45	2	1,642	103	1,091	28	2	1,224	...	...	3	4

a Note.—Four were registered, but only three examined.

These results may be briefly remarked on.

(*a.*) *Matriculation Examination.*—Female candidates for this examination first appeared in December 1877. The numbers then and since are shown in the following statement:—

Year.	Registered.	Examined.	Passed.		
			1st Class.	2nd Class.	Total.
1877-78	2	2	1	...	1
1878-79	2	2	...	...	...
1879-80	6	6	...	...	...
1880-81	9	9	1	5	6
1881-82	4	3	...	2	2
Total .	...	...	2	7	9

The falling off in the numbers in 1881-82 is probably due to the fact that the new higher examination for women is accepted as equivalent to the matriculation, while its requirements in mathematical subjects are considerably less.

The matriculation examination has, however, little to do with native female candidates, as will be plain from the following list of the schools sending up candidates:—

1877-78.

Female Candidates.

2 . Bishop Cotton's School, Bangalore.

1878-79.

2 . Bishop Cotton's School, Bangalore.

1879-80.

6 . { 4 Bishop Cotton's School, Bangalore.
1 St. George's Grammar School, Hyderabad.
1 Private study.

1880-81.

9 . { 8 Bishop Cotton's School, Bangalore.
1 Private study.

1881-82.

4 . { 2 Bishop Cotton's School, Bangalore.
1 Hoosur Remount Depôt School.
1 Private study.

For the matriculation examination of December 1882 there are, we learn, twelve candidates, all European or Eurasian.

(*b.*) To the higher examination for women nine schools sent in 55 candidates, of whom 24 passed; while in the previous year 26 passed this examination out of 60 presented.

(*c.*) For the middle school examination there were 245 candidates from 46 schools, and 104 passed, being precisely the same number that passed in 1880-81, out of 252 candidates, of which latter number, however, 66 were from schools outside the limits of the presidency.

(*d.*) The special upper primary examination had, in 1881-82, 224 candidates from 42 schools; and 77 were successful; against 66 passed out of 154 presented in 1880-81.

(*e*). *Upper and Lower Primary School Examinations.*—The numbers for these for the two years are as follow:—

Year.	UPPER.			LOWER.		
	Number of			Number of		
	Schools.	Examinees.	Passed.	Schools.	Examinees.	Passed.
1880-81	78	583	377	142	1,108	786
1881-82	120	714	484	240	1,642	1,224
Increase in the year . .	42	131	104	98	534	438

The increase in the number of schools sending in pupils, and in the number of pupils presented, was thus very considerable, and represents the extension of primary education during the year. That its efficiency was more than maintained is shown by the percentages of passed to examined, thus:—

	Percentage. Upper.	Lower.
In 1880-81 . . .	64·6	70 (very nearly)
„ 1881-82 . . .	67·7	74·5

On the examinations for girls the Inspectress has favored us with the following remarks:—

"Some people object to the upper and lower primary and departmental examinations as tending to fix the pupils' attention on passing examinations instead of on learning for its own sake. I think that there is much truth in this objection; but instead of abolishing the examinations, I would endeavour to get teachers and pupils to regard them in their true light. A skilful teacher will so arrange the pupils' work as to prepare them for the examination, but imperceptibly to themselves. He will interest his pupils in the work itself, and keep the examination in the back-ground, but he will have them ready for it when it comes, perhaps more ready than if their thoughts had been fixed on it.

"Another objection that is brought against examinations is that they crush all originality, and turn out scholars all of one pattern. This sounds very badly, but practically I do not think it is true, at least in the primary classes which come under my observation. The girls who come up for the primary examinations vary in character and capacity after they have passed, or failed, just as they did before, and so do the teachers and the few scholars who pass the departmental examinations."

So far as the common talk about crushing out originality refers to originality *in the pupils*, we incline to think that it is largely exaggerated. Some definite standard there must be in every class, and the fact of the standard being the same in a large number of schools can make little difference to pupils who know nothing of any school except their own. At the same time, we feel that too great uniformity of standard, and excessive strictness in keeping all schools in one strictly defined line, tends dangerously to prevent any development of originality in teachers, and thus cannot but exert *indirectly* a baneful influence upon their pupils. Standards must be laid down, but great care needs to be taken to avoid even the appearance of any particular text-books being insisted on at any stage before the influence of the University begins to be felt.

7.—Arrangements for the training of teachers, male and female; the relative efficiency and advantage of each class of teachers; the means taken to increase the supply of female teachers.

In the Madras Presidency there are no special arrangements for the training of male teachers for girls' schools. Of Normal schools for the training of female teachers there are four, one a Government institution, and three aided. The

latter three had 137 pupils on the rolls on the 31st March last, while the Government school had 20.

For the last middle school examination three of these schools sent up 30 candidates, of whom exactly one-half passed, as below :—

Institution.	Number examined.	Number passed.	
		Class. i	ii
Government Normal School, Madras	13	...	7
Free Church Mission School, Madras	3	...	2
Sarah Tucker Normal School, Palamcottah	14	...	6

According to the regulations, only a pass in the first class entitled a candidate to a certificate (of the second grade) so that none qualified. As the condition was found too severe it has now been modified.—(*Vide* Rule 25, page 21 of Appendix B), and a second class pass is accepted.

The Normal schools sending candidates to the special upper primary examination of December 1882, with the numbers from each, are as follow :—

No.	Class of Institution.	Designation.	Number appeared.	No. passed.	
				1st Class.	2nd Class.
1	Government .	Government Female Normal School, Madras .	12	...	1
3	Aided . .	Christian Female Normal School of the Free Church of Scotland Mission, Madras . .	14	2	4
		S. P. G. Female Normal School, Trichinopoly .	5	1	2
		Sarah Tucker Female Training Institution, Palamcottah	20	4	10
1	Unaided .	Church of England Zenana Mission Normal Class, Napier Park, Madras . . .	3	...	...
5		Total .	54	7	17

As to the relative efficiency and advantage of each class of teachers but little need be said. Qualified female teachers for girls' schools are unquestionably the most desirable, and such would be the most efficient. Male teachers who take employment in girls' schools are generally of an inferior class, and the necessity for raising up a class of female teachers is fully recognized by all persons connected with girls' schools. The great difficulty heretofore has been and now is to get persons of the class required first to become pupils in Normal schools, and secondly, to become schoolmistresses. The extracts given on pages 53 and 54 of this report show that the difficulties and the ways of overcoming them are fully rocognized by the educational authorities; and the matter is one in which progress must necessarily be very gradual. Nothing would be gained, while a great deal of ground might easily be lost by any attempt to overleap, at a bound, obstacles that only gradual persistent action can remove or overcome. A case in illustration may be instanced. A girl of above the average age, in a Government girls' school, passed well, and the Director of Public Instruction desired the Inspector to make the offer of a scholarship if her parents were willing that she should join the Normal School, Madras, for training. Instead of accepting the offer, the parents, so to speak, took fright; and

the girl was no more heard of as a pupil. As far as an opinion can be formed, thus would it be in every such case. If promising caste girls are to be trained at all, it must be in the immediate neighbourhood of their homes. Under this condition, training might, in a few cases, but in a few only, be given. The greater difficulty of how to arrange for the working of girls so trained as teachers would still remain, and this difficulty we cannot pretend to offer any solution of.

The plan adopted by the Free Church of Scotland Mission in a few cases of employing a man and his wife in a boys' and a girls' school respectively, has, we believe, been successful; but these teachers have, in every case, been Christians. In the cross-examination by the President of one of our witnesses, herself connected now and for many years as an unpaid worker in the same mission girls' schools, of which her husband is the manager, there were the following question and answer:—

"*Q.* 1.—Permit me to describe the system adopted in the Central Provinces, of training as teachers the wives of schoolmasters and then setting up the young couple in a place where both a boys' and a girls' school are required. Do you think such a system could be worked in this Presidency?

"*A.* 1.—I hardly think so. Native women who are of the rank of schoolmasters' wives would object to be professionally employed in any way, unless they were very poor."

The only school established for the trainning of Hindu caste female teachers has so far proved a failure in that particular. Eurasian and Native Christians afford material, and the only practical plan for the present providing of female teachers appears to lie in the training of young women of these two classes.

8. *Income and expenditure from all sources.*—This is given in full in return No. III appended to this Report. The following statement contains the chief items for the last two years.

The total expenditure in 1881-82, was, it will be seen, Rs. 3,19,408 against Rs. 3,08,762, showing the small increase during the year of Rs. 10,646, or less than three and-a-half per cent.

In Government schools the expenditure, on the whole and from provincial funds, fell, as did also the fee receipts.

In aided schools the total expenditure and that from provincial funds fell; but the fee receipts rose from Rs. 30,079 to Rs. 32,621. The amount contributed by the managers, included, in 1880-81 under the head of 'other sources,' amounted to Rs. 129,000. For 1881-82 it is divided into 'subscriptions' and 'other sources,' and aggregates Rs. 1,21,919. The amount contributed to aided schools, in 1881-82, from public, that is, provincial, local and municipal funds, aggregated Rs. 58,688, the managers therefore contributed somewhat less than two rupees to every rupee received from Government.

Unaided institutions are returned as having spent Rs. 57,460 in 1881-82, against Rs. 34,620 the year preceding.

9. *Fees.*—Under the Despatch of 1854 fees are not compulsory in girls' schools; nor has any rate ever been laid down in this Presidency for aided institutions, though a small fee is prescribed for Government schools. Many managers, however, levy a fee, and in some schools for English-speaking girls the rates are comparatively high. Native female education is still so much in need of encouragement, that it would not, in our opinion, be judicious to interfere with the perfect liberty of every manager to act according to the circumstances of each case.

10. *Prizes.*—For each Government school there is an annual allowance of six rupees for prizes, but no Grants-in-Aid of the cost of prizes are given for other schools.

11. *Scholarships.*—Scholarships for female Normal students in aided schools are sanctioned, according to the following scale:—

Grade for which preparing.	Maximum stipend contemplated.	Grants.
i.	Rs. 12	Rs. 6
ii	„ 9	„ 4½
iii	„ 6	„ 3

In the case of a student who is being taught as well as trained, a grant for a scholarship is tenable for two years. In the case of a student who has passed the general education test, and is being trained only, a grant is tenable for one year.

In July 1881 the Director of Public Instruction proposed a scheme of scholarships in the following letter to Government:—

"In order to encourage girls reading in Government girls' schools to pursue their studies beyond the lower primary examination (the 3rd results standard), I have the honor to propose, for the sanction of Government, the following scale of stipendiary scholarships in such schools:—

On passing the lower primary examination (or 3rd results standard), Rr. 1 per mensem.

On passing the upper primary examination (or 4th results standard), Rs. 2 per mensem.

On passing the special upper primary examination (or the 5th results standard), Rs. 3 per mensem.

"2. I propose that the scholarships be in each case tenable for one year, subject to the condition that the scholar continues to attend regularly in the school in which she obtains the scholarship, or in any other school—Government, local, municipal, aided, or under inspection,—in which she may be permitted to study, and that her conduct continues satisfactory.

"3. I further propose that the scholarships should be given on the results of the several examinations in order of merit, and they should not exceed three for the lower primary class, two for the upper primary class, and one for the special upper primary class, or 10 per cent. of the total attendance in the school."

These proposals received the sanction of Government, and the scheme is now in operation. The scholarships are tenable in any school, but awarded only to

Return of Expenditure on Female Education in 1880-81 and 1881-82.

	Class of School.	Government Institutions.							Aided Institutions.								Unaided Institutions under Regular Inspections.					Grand Total
		Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Endowments.	Other Sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Endowments.	Other Sources.	Total.	Endowments.	Subscriptions.	Fees.	Other Sources.	Total.	
	1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3g	3	4a	4d	4c	4e	4	5
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1880—1881.	High . English	1,313	...	...	306	...	...	1,619	1,654	...	...	681	...	2,766	800	5,901	...	...	...	...	...	7,520
	Middle . English	6,953	...	172	534	...	...	7,709	5,024	...	...	3,418	...	530	5,555	14,527	...	...	405	1,537	1,942	24,178
	Middle . Vernacular	...	..	...	...	...	...	...	74	...	...	50	...	...	241	365	12	...	48	114	174	539
	Total for Secondary	8,266	...	172	890	...	...	9,328	6,752	...	...	4,149	...	3,296	6,596	20,793	12	...	453	1,651	2,116	32,237
	Primary . English	10,411	...	275	649	...	...	11,335	21,556	118	1,127	19,539	...	11,323	61,002	1,14,665	...	...	321	17,127	17,448	1,43,448
	Primary . Vernacular	4,943	2,735	4,318	194	...	30	12,220	28,279	20	1,159	5,733	...	3,588	57,601	96,380	327	...	661	14,068	15,056	1,23,656
	Total for Primary	15,354	2,735	4,593	843	...	30	23,555	49,835	138	2,286	25,272	...	14,911	1,18,603	2,11,045	327	...	982	31,195	32,504	2,67,104
	Normal	4,450	...	...	...	...	...	4,450	492	...	...	658	...	...	3,821	4,971	...	...	...	...	...	9,421
	Grand Total	28,070	2,735	4,765	1,733	...	30	37,333	57,079	138	2,286	30,079	...	18,207	1,29,020	2,36,809	339	...	1,435	32,846	34,620	3,08,762
1881—1882.	High . English	924	...	...	146	...	—80	991	1,484	...	...	813	51	948	1,162	4,458	...	...	...	...	...	5,439
	Middle . English	1,347	...	113	241	...	—177	1,524	6,941	...	...	5,055	3,027	2,665	4,374	22,062	...	280	290	1,674	2,244	25,830
	Middle . Vernacular	13	...	...	...	...	...	13	679	...	...	154	434	...	571	1,838	51	414	48	1,924	2,437	4,288
	Total for Secondary	2,284	...	113	387	...	—266	2,518	9,104	...	...	6,022	3,512	3,613	6,107	28,358	51	694	338	3,598	4,681	35,557
	Primary . English	16,616	...	...	659	...	—2,880	14,395	20,483	...	1,313	20,010	11,498	10,708	33,190	97,202	...	...	637	15,912	16,549	1,28,146
	Primary . Vernacular	6,418	2,417	3,755	225	438	26	13,279	25,184	125	1,618	5,818	16,801	2,182	42,513	94,241	672	985	1,089	33,484	36,230	1,43,750
	Total for Primary	23,034	2,417	3,755	884	438	—2,854	27,674	45,667	125	2,931	25,828	28,299	12,890	75,703	1,91,443	672	985	1,726	49,396	52,779	2,71,896
	Normal	2,025	...	...	...	...	...	2,025	861	...	...	771	...	...	8,298	9,930	...	...	...	...	...	11,955
	Grand Total	27,343	2,417	3,868	1,271	438	—3,120	32,217	55,632	125	2,931	32,621	31,811	16,503	90,108	2,29,731	723	1,679	2,064	52,994	57,460	3,19,408

girls examined as pupils in Government schools. There would seem no good reason why, as well as being *tenable* in any school, they should not be *awarded* to girls in any school. This concession would necessitate the increase of the number; but as the expenditure incurred would be likely to give some considerable impetus to the more advanced education of girls, and tend to keep them longer at school, it would, we think, be expenditure well incurred.

SECTION F.

The supply and distribution of Text-books.

For the supply and distribution of text-books a Central Book Depôt and nineteen district depôts were organised by the Education Department many years ago. The maintenance of the depôts is no longer considered necessary, and we understand that orders have been issued for the abolition of all the district ones at once, and for the closing of the central depôt at an early date. Under these circumstances no detailed account of the organisation seems necessary.

Regarding translation and publication we quote from the last report of the Director of Public Instruction:—

"The Tamil Translator attached to the Book Department died after a valuable service of about twenty-five years. The vacancy caused has not been filled, as what is now wanted is not a Tamil Translator, but translators in a variety of languages. The amount of salary assigned to the Tamil Translator has been reserved under the sanction of Government for distribution from to time to time to such persons as may be nominated to translate, revise or edit the minor books of the department.

"Dr. Bradshaw completed the Anglo-Tamil Fifth Reader during the year. Thus of the new series of Readers the Sixth Reader alone is not as yet finished. Different Vernacular versions of the other Readers were also issued, *viz*:—

Anglo-Tamil Third Reader.
Do. Fourth Reader.
Do. Fifth Reader.
Anglo-Telugu First Reader.
Anglo-Hindustani First Reader.
Do. Third Reader.
Anglo-Malayalam Third Reader.
First Reader, Part II, Tamil.
Cunningham's Sanitary Primer, Tamil,
Grant-in-Aid Code, Tamil.
Cunningham's Sanitary Primer, Telugu.
Grant-in-Aid Code, Telugu.
Colenso's Arithmetic, Part II, Hindustani

"The other eighteen books printed during the year were revised editions and mere reprints of books already in use.

The following works were in course of publication at the close of the year:—

Anglo-Tamil Second Reader.
Anglo-Telugu Third Reader.
Do. Fourth Reader.
Anglo-Malayalam Fourth Reader.
Tamil Fourth Reader.
Agricultural Class Book, Tamil.
Sanitary Primer, Malayalam.
Smiles' Self-Help, Tamil.
Grant-in-Aid Code, Malayalam.
Do. Canarase.
Do. Hindustani.

"There were under preparation during the year the following books which, it is to be hoped, will be sent to press during the current year:—

Sixth Reader in English.
Anglo-Telugu Second Reader.
Anglo-Hindustani Second Reader,
Anglo-Canarese Third Reader.
Do. Fourth Reader.
Anglo-Hindustani Fourth Reader.
Tamil Third Reader.
Telugu Second Reader.
Agricultural Class Book, Telugu.
Agricultural Class Book, Malayalam.
Do. do., Canarese.
Do do., Hindustani.
Do. do., Uriya.
Sanitary Primer, Canarese.
Do., Hindustani.
Do., Uriya.
History of India, English.

"It may be mentioned in this connexion that the Book Committee appointed by Government proposed, in their report, that the English and Vernacular books noted below should be prepared, but they have not been as yet taken in hand.

(*a.*) An English Grammar for the third class, written mainly in the Vernacular and specially adapted for Native boys.
(*b.*) A Grammar in English for the higher classes.
(*c.*) Three new Telugu Grammars properly graduated to supersede those in use.
(*d.*) A new and revised edition of Colenso's Arithmetic in Tamil and Telugu, adopting the improvements of modern text-books in Arithmetic.
(*e.*) A School Dictionary in Telugu."

Besides the Government department there are two valuable agencies in Madras for supplying school books, namely, the Madras School Book and Vernacular Literature Society and the Christian Vernacular Education Society. The publications of the latter society are, as may be inferred, written with a special end in view, and they are largely used in mission schools. Many of the Society's school books are decidedly good, and the following quotation from the last report of the Madras Branch will show that they will not be allowed to fall behind the times:—

"*Revision of Old Series of English Reading Books.*—The Society has at present two series of English Reading Books. One was compiled in 1867; the other in 1877. It is proposed to revise the former after a careful examination of the best school books which have been published in India, Britain and the United States during the last few years."

The work of the Madras School Book Society was thus described by the late Director of Public Instruction in one of his Reports:—

"The Uttara Rama Charitra in Tamil and the Malavika Agnimitra in Telugu have been added to the Society's Series of Tales from the Sanscrit classics, on the model of Lamb's Tales from Shakespeare. The three Tamil stories of Hamlet, Macbeth, and the Merchant of Venice having met with a fair measure of success, arrangements have been made for translating the whole of Lamb's Tales from Shakespeare The Merchant of Venice and Macbeth have also been published in Telugu. A Tamil version of Geikie's Physical Geography has appeared, but has not met with much success, and owing to this circumstance, and to the difficulty of finding suitable vernacular equivalents for scientific terms, the Society have for the present relinquished their intention of proceeding with a series of vernacular science primers. The Society's Short Account of the Madras Presidency is much used in results schools; to meet the wants of these schools this little work has been republished in parts, each containing one district, with a prefatory sketch of the geography of the whole Presidency. Formerly this book cost 4 annas, which was half the grant, which could be earned for passing in Geography. In its present form a boy can buy all that he requires for 4 pies or 6 pies. The Tamil version of Morris's History of India has been revised, and is to be published in two parts. The Telugu version, which is written in such a pedantic style as to be almost unintelligible in the classes for which it is intended, is undergoing a thorough revision. There is great want of suitable books for little girls, and as a beginning the Committee have decided on having portions of Old Deccan Days translated both into Tamil and Telugu. A good Telugu Dictionary for the use of students being a desideratum, the Committee have agreed to pay Rupees 5,000 for a manuscript dictionary, compiled by Setarama Charlu Garu, Telugu Pundit of the Government Normal School, and the work is now going through the press. The publication of this work will necessarily be a heavy drain on the resources of the Society. Such profits as the Society makes are derived from reprints of school books, many of which are likely to be superseded. The number of such reprints during the year was 60,000 copies against 51,000 during the previous year. Besides reprints of school books, interesting articles from the Janavinodini are reprinted and sold in the form of tracts at prices ranging from 1 pie to 3 pies. Upwards of 8,000 of these little tracts were sold during the year."

This does not name the most recent publications of the Society, but it sufficiently indicates the general character of its work.

SECTION G.

Provision for Physical and Moral Training.

This section may appropriately begin with the following quotation from 'Standing Orders for Government schools':—

"*Physical training.*—The system of physical training which should be pursued in all schools is that described in Maclaren's Physical Education. The instructors now employed are generally acquainted only with the native system, but they can be taught the English system, and it is the duty of the head-master to see that this is done by degrees. The more advanced portions of the course need not be attempted at present. One hour a week taken from school work is all that is required in the way of actual teaching, but the pupils will be at liberty

to practise as much as they like out of school-hours under the supervision of the gymnastic instructor, who will be required to attend five hours daily. Of these, two will be school-hours, during which each class, or division of a class, will come under instruction in turn. As, however, all the boys of each school class, will not be able to undergo the same gymnastic instruction, each class or division should ordinarily be sent in two successive batches, one consisting of the older and stronger boys, and the other of the younger and weaker ones. The gymnastic instructor will also attend one hour before school and two hours after school, for the purpose of superintending the gymnastic exercises during the hours of play. In every school in which a gymnasium is established, it should be compulsory on every boy to go through the course, and his physical development should be recorded once a year in the gymnastic register. The following apparatus will generally be sufficient:—One horizontal bar; three pairs of parallel bars; Trapezium with one hanging bar, two rings and two perpendicular poles; one vaulting horse; one inclined ladder; one inclined pole; one inclined plank; six pairs of stilts; six pairs of Indian clubs. No building or shed is necessary, but the apparatus should, if possible, be so placed as to be in the shade of a building or of a tree at the time when it is most used. Hindu boys if left to themselves, take but little interest in running, swimming, leaping, and athletic games. The masters should foster as much as possible a taste for manly exercises. A good deal may be done in this direction with little or no expenditure, but if cricket and football are got up, the cost must be met by the pupils or by local subscriptions, as public funds are not allotted for such purposes.

"*Moral Training.*—Government schools being conducted on the principle of religious neutrality, no creed is taught in them, but the great truths of natural religion and morality are common to all mankind. The reading books contain lessons on benevolence, justice, truth, purity, and order, and they inculcate the existence of a Supreme Being, who reveals his power and goodness in the works of creation. Both English and Oriental literature teem with noble sentiments. History is full of heroic deeds. It is also full of great crimes and should "be constantly used to exercise the moral judgment of the young, to call forth sympathy with the fortunes of the human race, and to expose to indignation and abhorrence that selfish ambition, that passion for dominion, which has so long deluged the world with blood and woe." Every teacher will take advantage of suitable opportunities for cultivating the moral sense of the pupils entrusted to his charge, but it must be remembered that example is more efficacious than precept, and that the tone of a school will largely depend on the personal character and conduct of the masters, and especially of the head-master. Scarcely a year passes without some cases of copying in connection with examinations being reported, and some schools have acquired an unenviable notoriety in this matter. In some instances it has been proved that the masters have connived at these practices, and in other instances their complicity has been suspected. It is needless to dwell on the injurious effect of such evil influences in any school. It is, however, mainly in the play-ground and in the home circle that the character is formed and moral precepts are reduced to practice. By mixing occasionally with the pupils in their sports and out-door exercises, the teachers will find opportunities of discountenancing quarrelling, bullying, the use of bad language, cruelty to animals, and other vicious practices, but no attempt should be made to learn what goes on out of school by encouraging the practice of tale-telling. Complaints are sometimes made that the system of education now in vogue has an unfavourable effect on the manners of the pupils, and that they are apt to be wanting in politeness and respect to their elders and superiors. It will be the duty of the teachers to check any exhibition of this spirit, but, on the other hand, they should not encourage any return to the cringing servility, which sometimes characterised the old school.

"Schools in large towns are often attended by pupils who come from a distance and have no relations or friends to receive them. Lodging-houses should, if possible, be established for the reception of such pupils, under the care of the masters or of other respectable persons. In these lodgings the pupils would live more comfortably and cheaply than in stray lodgings; they would work with less interruption and be less exposed to temptation. The precise nature of the arrangements to be made must depend on local circumstances."

Colonel Macdonald, who drew up the 'Standing Orders,' introduced gymnastics into Government schools, and his successor has vigorously carried out the same policy. Also, during the last two years, great progress has been made in providing more systematically and generally for physical training. The movement originated with a Committee that established the People's Park Gymnasium, by the aid of a liberal grant from Government. From various causes, however, the movement languished till it was taken up by the present Director of Public Instruction; and an association termed the "Madras Physical Training and Field Games Association" was formed.

The following extracts from a Report issued by the Association will show the nature and scope of its operations:—

"The association was first suggested by Mr. H. B. Grigg, C.S., at a meeting of the Executive Committee of the People's Park Gymnasium, when it was resolved that Mr. Grigg's suggestions should be publicly circulated; that a public meeting should be called to consider the scheme; and, if practicable to start an association having for its object the general encouragement of gymnastics and manly games, and into which the then Executive Committee might be merged

"The proposed public meeting, which was held at the office of the Director of Public Instruction on Thursday, the 17th February, with the Chief Justice, Sir Charles Turner, C.S.I., in the chair,—was a large, influential, and thoroughly representative one, and it was unanimously resolved to start the association.

"A general code of rules was drawn up, and approved and passed at a general meeting of the members of the association held at the end of April, and a little later on a circular letter was sent out, but it met with only partial response owing to a misconception on the part of many that the association's operations were to be directed mainly for the benefit of the presidency town.

"The gymnasium in the People's Park was taken over by the Committee, but for some time great difficulty was experienced in obtaining the services of competent instructors, and it was not till December 1881 that a thoroughly competent instructor was found.

"In the meanwhile, however, the formation of gymnasia in schools occupied the Committee's attention. Plans, with specifications and estimates of the most suitable apparatus for schools, were drawn up, and lithographed copies supplied gratis to all applicants, a number being distributed through the Director of Public Instruction to the several Inspectors of Schools and the heads of Mufassal colleges.

"The association undertakes the supervision of the construction in Madras of the instruments as planned, and their conveyance to destination by rail.

"As soon as the services of an instructor were secured, arrangements were made to establish classes at the gymnasium. At the same time a paid Superintendent was appointed and a large number of young men—Europeans, Eurasians, and Natives—came forward for instruction.

"At the end of January the Committee empowered the Director of Public Instruction to establish a Normal class in connection with the gymnasium. The class consists of from twelve to twenty men temporarily withdrawn from schools at various mufassal stations where they are employed as instructors. Such men are to go through a regular course of training free of charge, and return to their regular duties on completion of their training.

"Recently the operations of the association have been considerably extended, several mufassal stations having been supplied with gymnastic apparatus. Nine thoroughly qualified and certificated instructors have been sent out, and four other instructors (not certificated) also.

"The number of young men attending the classes in January 1882 was 135, 82 Europeans and Eurasians, and 53 Natives; the number on the 15th March 1882 was 216, 139 Europeans and Eurasians, 71 Hindus, and 6 Muhammadans.

"*Objects of the Association.*—The object of the association shall be to promote gymnastic and other physical training and a love for field games among the youth of the Madras Presidency, by—

(*a*) The establishment of a completely equipped gymnasium at the People's Park, Madras.
(*b*) Establishing grounds for lawn-tennis, badminton, quoits, bowls, &c., near the gymnasium in the People's Park, and promoting such games in the mufassal (including Native States).
(*c*) The employment of trained instructors in gymnastic and athletic arts, to give instruction in schools.
(*d*) Aiding the formation of gymnasia in Madras and in the mufassal (including Native States).
(*e*) Forming a Normal class for the training of gymnastic teachers for schools; providing stipends for such students and granting certificates on the completion of the course.
(*f*) Establishing cricket clubs in Madras and in the mufassal (including Native States).
(*g*) Instituting exhibition days for public competition in gymnastics and field games at regular intervals, and granting prizes to successful competitors.
(*h*) Granting certificates of proficiency in gymnatics to successful pupils of the gymnasia.
(*i*) Forming a depôt in Madras for the supply of gymnastic apparatus and *matériel* for games at cost price."

As regards moral training we must restrict ourselves to allowing the representatives of the chief Government and the chief aided institution to express their views :—

Dr. Duncan writes —

"The allegations that Government institutions are forbidden to cultivate the religious nature of the young, and that, as a consequence, they cannot and do not develope the moral nature, I look upon as misleading and mischievous. To shew that the latter allegation is untrue, I have to appeal to the *Standing Orders* of the Educational Department of this Presidency, which are binding on almost all Government schools. In the *Standing Orders* moral training is distinctly laid down as a matter demanding the earnest attention of the teacher. Now, putting aside the supposition that this subject has been introduced by the Director merely for the purpose of making a show of virtue which the Government system does not, and cannot, possess, there remain two alternative hypotheses: either that the teachers wilfully treat this provision of the *Standing Orders* as a dead letter, or that there are difficulties in the way of carrying it out in a Government school which do not exist in a mission or aided school. The former alternative, though not unfrequently thrust in a sneering way in the face of the officers of the Department, does not deserve a moment's serious consideration. The latter alternative, being the one adopted by many highly estimable people, Native as well as European, it is worthy of careful enquiry. The obstacle which is supposed to stand in the way of moral training in Government schools is the absence of religious teaching. That the educational officers of the State

should be debarred from teaching religion appears a sufficiently bad state of affairs; but that they should, as a consequence, be prevented from inculcating the truths of morality, if not worse in the abstract, appears to be more dangerous on account of the important practical consequences; for this latter disability, if it did exist, would imperil the whole fabric of society; and in that light it is viewed with grave anxiety by many thoughtful Natives of this country, Hindus and Muhammadans alike. To relieve such anxiety I repeat, firstly, that the aspect of religion which bears upon morality is no more excluded from Government schools and colleges than from any other; and, secondly, even if religion were excluded, opportunity and scope would still remain for the teacher to develope the moral character of his pupils. Nobody worth listening to will now-a-days contend that the fundamental principles of ethics rest on the theological dogmas peculiar to any particular sect. The best moralists of all ages and creeds have held that morality does not rest on any dogmatic theological basis whatever. So that, in being debarred from inculcating any theological creed, Government educational officers are merely prevented from teaching something which is not essential to morality. There is nothing in the constitution of Government colleges and schools to hinder the teacher from fostering the growth of genuine religious feeling in his pupils, and nothing, therefore, to prevent his appealing to those religious feelings as one of the sanctions of moral conduct.

* * * * * * * *

"In abstaining from teaching any or all of the creeds professed by the pupils in its colleges and schools, Government has not laid an embargo on teachers preventing them from calling forth and moulding the religious feelings of their pupils, and developing them into operative principles of character and conduct. The body of intellectual conceptions and judgments which we call a theological creed has, doubtless, an important function in serving as a sort of frame-work for the religious life, but it is not that life itself. And I have yet to learn that any Government, when driven by the logic of facts to abandon all attempts to inculcate a theological creed, has thereby forfeited the privilege and the power of fostering, through the teachers in its schools, the genuine religious life and character of the rising generation. Whether this noble work is performed or neglected depends, I earnestly maintain, not on the school being a Government, or a missionary, or a native institution; but solely and entirely on the personal character of the teachers. 'As many men as many minds,' though true of theological tenets, is not true of the religious feelings; and the teacher, in tending and nurturing the Catholic religious feelings of his pupils, must, (until that time comes when all men shall see eye to eye) allow them to set their religious emotions in the intellectual frame-work which birth and circumstances, or conviction, have led them to adopt.

"To me it is clear that the really valuable and vital part of religion is no more excluded from Government schools and colleges than it is from aided missionary colleges. This is borne out, as I have already said, by the character of the men educated in the State colleges. By their fruits ye shall know them. I would not have the least hesitation in submitting the work of the Government colleges during the last 20 or 30 years to this scriptural test."

Mr. Miller makes the following remarks in his account of the Madras Christian College:—

"Since its foundation forty-five years ago, moral training has been the special aim of this institution. That training has proceeded on what is in my opinion its only solid basis, *viz.*, religious instruction. Four hours a week is the time devoted to this subject in all classes of the college, and the attempt is made to regulate practice and opinion in all other portions of the day by what is taught in these hours. I will not attempt to estimate the effect which such teaching and its exemplification have produced. I may, however, express my opinion that the success of the college in all respects is largely due to the hold that the moral instruction given takes upon the students. The popularity of the college and the attachment which its students feel for it are matters of notoriety through Southern India.

"The position which it thus holds is certainly not due to any great success in examinations, for, while always respectable in that point of view, its success has never been very brilliant. I am not able, for my own part, to account for the hold which the college has taken on the public mind, or for the large measure of success it has enjoyed in the midst of its numerous difficulties and disadvantages, without supposing that the value of moral instruction and of the thought that accompanies it, are to a considerable extent appreciated by its *alumni*. No complaint has ever reached me of the four best hours of the students' week being devoted to subjects which count for nothing in University examinations. It seems to me that this college is not less popular than it would be if its main effort were to push students through these examinations. To those who know that moral training is as much needed as intellectual training, and far more productive of permanent result, these facts must be extremely encouraging."

Mr. Miller also "recommends that a text-book on the duties of a man and a citizen be prepared, and that a certain number of hours a week be devoted to the study of it in every high school and college directly managed by the Educational Department. Even when all Government schools and colleges are removed the usefulness of this text-book will remain. It will certainly be employed in many, if not in most, of the locally managed institutions that may take their place.

"The immense difficulty of drawing up such a text-book is not denied, but the need of it is very great. And, even if extremely defective, it would still be useful. I believe every earnest-minded man will hold that the study of any system of morality, even though based on principles most contrary to his own is better than the study of none at all. The most defective, I would venture to add even the most *erroneous*, statement of duties does at least raise questions which it does good to men

to think of. To pass over this side of things entirely must tend powerfully to leave the impression that it is wholly unimportant, and that intellectual ability and the personal advantage that accrues from it are the only things worth caring for in the world."

That the managers of purely Native institutions are aware of the importance of moral training appears from the following words in the Address of Pacheappa's Trustees to the Commission :—

"The large number of young faces that you see here to-day is, no doubt, partly the result of the educational advantages enjoyed in these schools; but in these days of intense competition, when a school door is open at almost every corner of Madras, this will only afford a very partial explanation of the fact. We believe that the excellent tone and the principles of natural religion and morality inculcated in connection with the study of English and Indian literature—the healthy moral atmosphere that has from the beginning pervaded all departments of these institutions—is more than anything else that to which they have owed so great and lasting a success."

SECTION H.

Grants-in-Aid.

1. Different systems, and their relative advantages.
2. Rules of administering each system.
3. The amount of the grants payable in institutions of each class, with reference to their sufficiency, especially in the case of girls' schools.

In this presidency grants-in-aid are given under three systems :—

(*a*) By means of grants-in-aid of salaries.

(*b*) By payments for results obtained at the annual inspection.

(*c*) By a combination of these two systems.

The complete rules under which aid under the first two systems is granted are given in Appendix B to this Report. No code of rules regulating aid on the combined system has, as yet, been adopted by Government.

THE SALARY GRANT SYSTEM mainly concerns the larger institutions under superior management; in fact, as the Director remarks, to the proper working of this system efficient and trustworthy management is essential. The following summary of its regulations is taken from his report :—

"(*a*) The management must consist of one or more persons who must undertake to supervise and to be answerable for the permanence of the school for a given time.

"(*b*) The managers must agree to submit their school to inspection in all matters concerning secular instruction and general management; fees at prescribed rates must be levied; the percentage of fee scholars is limited; a suitable building must be provided; the average attendance must not fall below 20; teachers must devote four hours a day to secular instruction.

"(*c*) Grants above Rs. 10 are sanctioned by the Director; below Rs. 10 by the Inspector. Teachers may have leave on half-pay for six months without sanction of Government, and with their sanction for longer periods, salary grants are paid monthly.

"(*d*) Grants vary first according to general standard of educational qualification of the teacher, and each general standard according to (1) whether a teacher has been trained in a Normal school; (2) passed the prescribed examination in method and teaching; (3) passed the general standard test of the grade. For male teachers there are five grades, for female three grades.

"For male teachers the general education test for the first grade is the degree in arts in an Indian University; for the second grade the first examination in arts in the same institutions; for the third grade the entrance examination to the same institutions; for the fourth grade a pass in the middle school examination, and for the fifth grade the special upper primary examination (*vide* Appendix B, page 11).

"For female teachers the general standards are—in the first grade the matriculation examination, or the higher examination for women (for the details of which test see page 10, Appendix B). For the second grade, the middle school examination; and, for the third, the special upper primary examination.

"The tests in school management are given on page 12 of Appendix B.

"Teachers, male or female, educated in Europe or America, are graded according to circumstances by the Director of Public Instruction.

"Salary grants for male teachers are ordinarily calculated according to the following maximum scale of salary.—

	Rs.		Rs.
First Grade	240	Third Grade	60
Second Grade	120	Fourth Grade	30
Fifth Grade	Rs. 15		

but with the sanction of Government, as regards the first grade, a higher salary may be given.

"The holders of certificates of the general education test are entitled to grants of one-fifth of the total salary received within the above limits; the holders of ordinary certificates, *i.e.*, certificates of having passed in method and teaching, and of having been employed for two years as teachers, to grants of one-fourth of total salary; and holders of normal certificates to grants of one-third of total salary.

"For female teachers the rates are more liberal. For the first grade the maximum salary contemplated is Rs. 120, for the second grade Rs. 60, for the third grade Rs. 30; whilst teachers who have passed the general education test are entitled to a third of the total salary within the above limits, and holders of ordinary or of normal certificates to one-half. In the case of poor schools and schools for Muhammadans, and of Pundits, special relaxations of the above rates are permissible.

"Provision is also made for additional grants to masters qualified to teach natural science, agriculture, or drawing, in addition to ordinary subjects.

"Grants-in-aid of the salaries of instructors in Industrial Schools and Gymnasia are also allowable on the analogy of the above rules.

"THE RESULTS SYSTEM, which is the system under which the general elementary education of the people is being fostered, is briefly as follows:—The manager, who is ordinarily the master, has to apply for the examination of certain pupils under certain standards, within a specified date, to the president of the municipality or local fund board within whose limits the school is. The president refers the application to the Deputy Inspector, who sends it after enquiry to the Inspector, who furnishes a list of all applications received to the president with his recommendation. The president finally settles what schools are to be examined, and the standards under which pupils may be examined, within the standards, *i.e*, the first, second, and third standards—the grants for which are payable from local or municipal funds. Such portions of the lists as relate to the higher standards, *i.e.*, standards 4, 5, 6 and 7, grants for which are payable from provincial funds, are forwarded by the president to the Director of Public Instruction for decision with his recommendation. The lists, when sanctioned, are published in the District Gazettes, together with the date fixed for the examination of each school.

"*Selection of Schools.*—In selecting schools eligible and fixing standards, the funds available and the educational wants of the neighbourhood are to be taken into consideration. An appeal lies to Government against any order refusing to admit a school for examination.

"*Conditions of Aid.*—The conditions of aid are briefly—the school must not be above the high school standard; all departments must be aided on the same system; preference is to be given to schools in which fees are levied; the prescribed returns and statements must be furnished; registers of admission, attendance, and fee collections must be kept.

"*Examinations.*—For the subjects of examination see page 13, &c., Appendix B. To be eligible for examination a pupil must have attended the school for not less than three hours a day for at least 90 days (or on the Nilgiri 75) during the six working months preceding the examination; to be examined for a standard the pupil must have been studying within the standard for this period; to pass under a standard 50 per cent. of the marks assigned must be obtained, but if 40 per cent. is secured the deficiency may be made good from excess under some other head; a pupil cannot be presented again for examination under any of the four lower standards if he has already obtained a grant under the particular standard, but for the fifth and sixth standards he may be presented as often as necessary, but he cannot obtain a second time a grant for the same subject; the grant may be withheld for falsification, irregularity, &c. Immediately after the examination the examining officer must grant to the manager a memorandum, in cheque form, certifying the amount of grant earned and the particulars; the memorandum, when endorsed by the manager, may, if the grant is payable from local funds, be cashed at the nearest treasury, or if from provincial funds similarly after being countersigned by the Inspector of the division.

"*Grants.*—For the rates of grants see pages 7 and 8 of Appendix B. Grants earned under the first, second, and third standards are payable from local or from municipal funds; under the higher standards from provincial funds. All grants obtained by girls are debitable to provincial funds. In the town of Madras only grants under the first, second, and third standards obtained in poor schools are debitable to municipal funds.

"A pupil cannot receive a grant under standards 1 and 2, unless he or she passes in at least two of the three heads, reading, writing, and arithmetic; for the third and fourth standards a pupil must pass in three heads, two of which must be reading, writing, or arithmetic; under the fifth and sixth standards a pupil may obtain a grant under one only of the four heads. The test for the seventh standard is the middle school examination, a pass in which entitles to the whole grant of Rs. 25.

"THE COMBINED SYSTEM.—Implies the receipt of aid in a double form, firstly, by a fixed stipend to the teacher, and, secondly, by giving him; in addition, the results grants earned by the school or a

certain portion thereof. This system is adopted in some municipal and local fund schools proper, as well as in certain schools aided by these bodies; but, as a code has not yet been formally approved by Government, no private school proper receives aid from provincial funds on this system, though local fund and municipal schools proper, or *quasi*-private schools, are aided in the higher standards from provincial funds. In regard to local fund and municipal schools proper, *i.e.*, schools maintained by local fund boards and municipalities, they retaining the fees and being responsible for all charges, the system simply implies that the board remunerate their teachers partly by fixed stipends and partly according to the results obtained by them in the course of a year's teaching. Thus, the services of a teacher may be considered worth Rs. 20 a month, or Rs. 240 a year, *i.e.*, he is estimated as being able to earn a results grant equal to this amount if he taught a strong class. Instead of paying him Rs. 20 monthly, or allowing him to work in hopes of receiving an equivalent grant, the board give him a stipend of Rs. 10 monthly and a moiety of the grant earned by his class under the results system at the end of the year. This is the theory, but the practice varies greatly in different parts of the country. In some places a very small fixed stipend is given and three-fourths of the total grant earned, in others a larger fixed stipend and only one-fourth of the results grant earned. Arrangements are also made in larger schools worked on this system, by which the head teacher receives a small percentage of the grant earned by the teachers of the several classes.

"In schools of a *quasi*-private character aided by local boards or municipalities on this system, the head teacher or sole teacher is regarded as the manager. He is allowed to retain the fees, and must supply all apparatus, books, &c. He receives a fixed monthly stipend, which is ordinarily rather less than one-twelfth of the maximum grant he would be likely to earn for one year's work. If the results grant exceeds the total of monthly stipends in one year the balance is paid to him, if it is less he is liable to have the deficiency deducted from the following year's earning and his fixed stipend reduced. Here, too, the practice differs greatly in different districts."

Different Systems.—On the relative suitability of these systems to elementary education, the Director remarks as follows:—

"The salary grant system demands responsible and trustworthy management; otherwise it demoralises the teachers and involves waste of public funds.

"The results system seems, on the whole, best suited to very elementary indigenous schools, which are gradually passing into the circle of schools permanently "under inspection," and also to large mission and poor schools in which the managers are unable to levy fees regularly, or to secure regular attendance, or to supply certificated or trained teachers—the rules containing no provisions, as in the English Code, regarding the qualification of teachers,— or institutions in which the managers desire as little as possible of State interference.

"The combined system, though at present tending to be more expensive than results schools proper, is the best system which has been devised for rendering improved indigenous and other pyal schools permanent institutions in the rural tracts, for inducing teachers of such schools to endeavour to qualify themselves for the elementary teachers' test, and for giving the village teacher an authoritative and independent position in the community among whom he is working. The system has not as yet been fixed by Government, as it was thought that further experience should be gained of its working in the different districts which have adopted it. But the time seems now approaching when a code may be formulated with advantage and brought into operation in some parts of the presidency."

With regard to the applicability of the different systems. We hold, decidedly, that the only one of them applicable to colleges is the salary grant system. Reasons, not without weight, are urged against the result system as applied to primary schools. When urged against its applicability to colleges, these reasons become, in our opinion, unanswerable.

"According to the rules, a college may draw as a grant-in-aid one-third of its expenditure on professors and masters; and somewhat more if advantage be taken of the regulations providing for instruction in physical science, biology, and other special subjects. Provided liberal grants are given for buildings and furniture, and also for apparatus, libraries and other appliances which are indispensable in a well-equipped college (and for some of these the present code makes adequate provision) we do not think it necessary that this scale of salary-grant should be increased in ordinary cases. On the other hand, it certainly cannot be reduced. It must be taken as an axiom that anything like efficient collegiate instruction cannot be made anything like self-supporting. Those who make vague assertions that it can—and there are such—speak without knowledge. Aided colleges are not worked at an extravagant cost, but in no one of them do the fees cover more than one-third of the outlay. One of our witnesses, the Secretary of the Church Mission Society, expressed the opinion that the fees in these institutions might be so far raised as to meet 40 per cent. of the cost. Assuming that this could be done, there would still remain 60 per cent. to be made up by the managers; and

one-half of this does not seem more than a necessary and a reasonable contribution to the higher-aided education on the part of the State.

Secondary education, in high schools at least in advanced localities, has now reached a stage that renders it more or less nearly self-supporting. What aid is still required is, we think, best given on the salary-grant system, and the present rules are sufficiently liberal.

Middle schools generally may properly be brought under the result system, and the present standards and rates of grant seem well suited.

Primary schools are likely to be more efficient under the result than under the salary-grant system; as well as more economical—at least more is secured for the money expended.

The combined system is probably the best for schools maintained by local fund boards and municipalities. We, however, feel constrained to question whether the funds which such bodies can devote to education would not secure very much greater results if spent in aiding independent schools than they can do when spent in maintaining *quasi*-Government institutions. Elementary Normal schools we would except, as such are not likely to be started and maintained by any private agency. Mission bodies have established a very small number, but the great majority of those now in existence are suported by local fund boards; and a considerable proportion of the funds of those bodies could hardly be spent to better purpose than in the raising-up of a class of teachers qualified to place the elementary education of the country on a more efficient footing. Having prepared such a body of teachers, the board's expenditure on primary education will be spent most economically in aiding them, either on the purely result or on the combined system.

The rules regulating grants to girls' schools would be sufficiently liberal could they be generally taken full advantage of. The salary-grant rules, for example, sanction a one-half grant for a mistress, the holder of a Normal or of an ordinary certificate; while for male teachers a Normal certificate carries a one-third, and an ordinary certificate a one-fourth grant: the distinction in favour of female teachers is therefore, in our judgment, sufficiently marked; but, unfortunately, the number of female teachers holding these certificates is so insignificant that very few managers can employ such; the rules are, therefore, to a great extent, a dead letter. Some managers consequently propose that the larger proportion now sanctioned for female teachers only should be given to male teachers in girls' schools as a means of meeting the difficulty. Writing in a different connection, the Director of Public Instruction states a strong argument against this in the following words:—"I am persuaded that, if any rapid advance is to be made in female education in the country, it must be in great measure through Government agency; first, by the establishment of numerous Government schools, and, secondly, by providing adequately for the education of mistresses. It is true that, at present, the feeling of the country is largely in favour of senior male teachers, but if this prejudice is to be yielded to, it will also involve the confinement of female education to children of tender age only, while it is most desirable that girls should be encouraged to continue their studies when adolescent."—The best way of meeting the difficulty would probably be by compromise, extending the more liberal rules to male teachers in girls' schools for some definite period—perhaps eight or ten years—five would, we think, be too short a period.

Managers of girls' schools are unanimous in considering conductresses to be necessary, in which opinion we concur, and we would recommend that half grants, to a maximum salary of rupees six, for this class of servants, be re-introduced. We also think that, in the present backward state of female education, grants for prizes, and for materials for work should be given.

Among the witnessess who have spoken from their experience as managers of girls' schools aided on the system of payment by results, no one has expressed the opinion that the rates for girls—75 per cent. above those for boys—are not suffi-

ciently liberal. Many, however, consider the standards and other requirements especially as regards attendance, and the withholding of all grant for an individual pupil who fails to pass in two subjects under the first and second standards, and in three, under the third and fourth, as needing modification. It would, moreover, appear from the evidence of more than one of our witnesses that some among the examining officers take on themselves practically to lower the standards in their examinations. Mr. Harcourt says—"The tests are so severe for village boys and girls that the (Deputy) Inspectors are obliged to be lenient in their examination, or most of the primary schools would be shut up not gaining sufficient grants." Mr. Stevenson says:" I think that sometimes the examiners do not examine quite up to the standard laid down." There would thus seem sufficient *primâ facie* grounds for a re-consideration of the standards and rules, with special reference to their suitability to girls' schools in the present state of female education.

SECTION I.

Inspection and Control.

1. *Nature of the Agency.*—(*a*) The Department of Education in this presidency is organised, as in other provinces, with one Director, 6 Inspectors, one Inspectress, with one Deputy Inspectress, and 47 Deputy Inspectors. There is also a class of officers termed 'Inspecting Schoolmasters' whose functions are, however, rather those of assisting village teachers in their work than in inspecting, and their designation is misleading: they would be more correctly described as "Itinerating circle-schoolmasters."

(*b*) No Government officers other than Inspectors and Deputy Inspectors of Schools have it as part of their duty to inspect schools.

(*c*) The only bodies that can be termed school committees are local fund boards and municipalities. These manage the schools that they maintain, but they do not inspect or report on them.

(*d*) *Other Agencies.*—There are none.

2. *Character of the Inspection; with special reference to* (a) *average area, and number of schools assigned to each inspecting educational officer of the Department, together with the average number of scholars;* (b) *average duration and extent of the annual tour of each class of inspecting educational officers;* (c) *Code or rules for guidance of inspecting officers, whether departmental or extra-departmental, with special reference to the method of conducting examinations.*

(*a.*) The Director of Public Instruction has favoured us with the following statement shewing the average area, schools, &c., under the charge of each Inspecting officer:—

Officers.	Average Area in square Miles.	Average No. of Schools.	Average No. of Scholars.	Average Duration of the Annual Tour.	Average Extent of the Annual Tour.	Remarks.
				Days.	Miles.	
Inspectors of Schools (6) .	23,198	229	8,023	192	2,405	The particulars regarding the Inspectress and Deputy Inspectress of Girls' Schools and the Deputy Inspector of Muhammadan Schools are not included, as they are in charge of certain schools only, and their ranges extend over several districts.
Deputy Inspectors of Schools (47) . .	3,026	266	5,192	184	1,706	

The following table from the Director's Report for 1880-81 gives further details of a year's work of each of the superior officers :—

Name of Inspector.	Number of Schools examined.						Number of Pupils examined.	No. of days spent in		Number of Days spent on Circuit.	Number of Miles travelled.
	Colleges and High Schools.	Middle Schools.	Primary Schools.	Girl's Schools.	Normal Schools.	Total of Schools.		Examining Schools.	Other Work.		
A. Monro, Esq., M.A., B.C.L. .	11	36	67	22	3	139	5,794	92	213	173	2,296
H. Fortey, Esq., M.A. . .	9	13	202	22	5	251	8,033	99	232	293	3,010
J. T. Fowler, Esq. . . .	22	55	178	23	4	282	13,379	109	211	126	1,946
John Bradshaw, Esq., M.A., L.L.D.	10	50	106	26	11	203	7,009	112	190	271	4,434
T. Marden, Esq., B.A. . .	7	22	37	15	3	84	3,921	45	252	101	1,348
L. Garthwaite, Esq.*a* . .	...	...	1	...	...	1	54	2	67	...	...
James Bradshaw, Esq. . .	14	46	86	11	6	163	6,813	88	146	236	2,511

a On leave, and his place occupied by James Bradshaw, Esq.

The Director writes :—

"(*e.*) The system of inspection in force in regard to Government institutions is for the Inspector of the division, accompanied by his Deputy, who aids in the vernacular work, once a year to examine these primary classes in certain subjects, and to report thereon to the Director. These classes are also tested for promotion annually according to the regulations of the upper and lower primary examinations. In the middle schools the classes are inspected at shorter intervals by the Deputy Inspector.

"The system of inspection of public institutions maintained from municipal and local funds is similar to that above stated; but in the case of schools receiving aid from provincial funds under the results system, the pupils presented are carefully examined for grants under the results rules by the inspecting officers. I would here mention that some of these local fund and municipal institutions are practically administered by this Department, but others are directly managed by the boards, and no interference is permitted.

"The primary classes in private institutions under superior management, if aided under the salary system, are examined annually by the Inspector, aided by his Deputy; but the examination is not ordinarily of great length, more especially since the issue of the notification in April 1880 forbidding private schools to promote pupils, who have not passed the lower primary examination, to the upper primary department. In schools aided on the results or combined system, of which there are but few in this class, a careful examination under the several standards is carried out in the presence of the managers and others. I would here mention that, although in all schools under inspection an Inspector, or his Deputy, may claim entry when he will during school-hours for inspection purposes, yet it is usual to give notice some time beforehand of the proposed date of inspection. In the more important private schools, the managers of which are ordinarily the head-masters, and in all such as are aided on the salary system, the inspection is carried out as above noted; but in the smaller schools, especially those in the rural tracts, aided on the combined or results system, the inspection is ordinarily conducted by the Deputy Inspector. This officer should visit such schools at least once in the interval between his annual examinations for results; and the inspecting schoolmasters, where their aid is still needed, once a quarter. The present staff of these officials is, however, at present insufficient in most districts to carry out this programme in its integrity.

"Primary departments in schools of the higher class under inspection are inspected once a year, but, except, in institutions such as the Vizianagram College, for the management of which this department is in a measure responsible, the inspection is of a very cursory character; but in regard to elementary pyal schools the inspections by the inspecting schoolmasters should be frequent, in order that the schoolmaster may receive every help within the power of this department to give, in adapting his teaching to the authorised standards and methods; but, as above observed, this portion of the work of the department is as yet performed in most districts in a more or less perfunctory and inefficient manner.

"As regards schools not 'under inspection,' no formal inspection is ever made of the larger institutions, but is the practice of myself and of Inspectors to visit such schools should the managers desire it, and aid them by advice. No reports of such visits are recorded. But it is the

duty of the Deputy Inspector or of his assistant, the inspecting schoolmaster, to visit all indigenous schools and other pyal schools, and to endeavour to bring them under inspection by pointing out the advantages to be derived therefrom, and by aiding them in procuring the necessary books, &c., and by instructing the teachers therein. It is by this means that schools, indigenous and pyal throughout the country, are now rapidly passing under the supervision of this department.

"I would here mention that the powers of inspecting officers in aided schools are regulated by the grant-in-aid code, which provides, as a condition of aid under the salary system, that a manager must bind himself—to subject the institution on behalf of which the application is made, together with its current accounts, list of establishment, time-table, scheme of studies and registers of attendance to the inspection of a Government Inspector, such inspection and examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted, and it is a condition of aid under the results system that regular registers of admission, attendance, and fee collections shall be kept and shall be submitted for inspection when demanded."

In Government schools the third and second classes are fully examined at the annual inspection. In aided schools all classes below the matriculation, with the exception of the upper fourth, are examined. The following general direction is laid down:—

"An Inspector should ordinarily hear the college classes in second-grade colleges, as well as the sixth, fifth, upper fourth, and lower fourth classes in all colleges and schools read aloud in English; require one or two students to recite; notice the handwriting; inspect the note-books and home-work, and make such an examination generally as may be necessary to form a judgment on the conduct of instruction in each class, its discipline and tone; he should also note upon the map-drawing of the classes below the sixth."

3. The Employment of Inspecting Officers when at Head-quarters.—While at head-quarters inspecting officers are engaged in valuing examination papers, writing reports, preparing returns, carrying on correspondence, and visiting schools in the neighbourhood.

4. Cost of Inspection and Control.—The returns of these particulars for 1881-82 are not in our hands *a*. The change from year to year is not, however, great, so that the following actuals for the two preceding years will give a close approximation to the items for 1881-82:—

Item.	1879-80.	1880-81.
	Rs.	Rs.
Direction	40,888	40,598
Inspection	1,83,717	1,90,289 *b*

SECTION J.

District and Branch Committees or Local Fund Boards.

The actual extent of their powers in (1) preparing budgets; (2) sanctioning expenditure; (3) controlling education, and the possibility of extending those powers.

SECTION K.

Functions of Municipal Bodies with regard to the Maintenance and Control of Schools.

We bracket these two sections as the functions of local fund boards and municipal bodies are of precisely the same kind. Both maintain a certain number of their own schools, and aid private schools.

The educational budgets for expenditure, as well on grants-in-aid as on the Boards' schools, are prepared annually by the educational officers, and submitted by them to the President or the Vice-President, as the case may be. The President then embodies the educational in his general estimate, which is submitted, for local fund boards to the Board of Revenue, and for munici-

a Return No. 3 supplies them, *viz.*—
Direction Rs. 40,479.
Inspection , 199,227.

b Excluding Local Funds and Municipal expenditure (*vide* Return No. 3).

palities direct to Government. To enable a check to be exercised by the head of the Educational Department, an extract of the educational portions of every budget estimate is forwarded to him, through the Inspector of Schools, by the President. There is thus afforded to the educational authorities full opportunity to secure what they consider due provision, first in preparing the items, and, secondly, in remarking on any modifications that the boards may have introduced.

No board can incur any expenditure that has not been sanctioned, nor can it make any diversion of funds. If, for example, as has often happened, one board school declines, while another village holds out, a prospect of good success, the board cannot transfer the school without a lengthened correspondence that usually extends over several months. An extension of powers in this direction would seem desirable.

With regard to the control of education exercised by the boards, it is competent to them to introduce any scheme of instruction into their own schools; practically, however, this matter is we believe invariably left to the educational officers; and the scheme of work for the different classes is that laid down for Government schools, with, occasionally, some slight modification. In the matter of fees the boards have unlimited power, which is usually exercised to prescribe low rates, a matter that we have touched on elsewhere. (*Vide* page 80.)

The powers of control over aided schools are very complete in regard to the selection of those to be examined for grants, and to fixing the rates (*vide* page 6 of Appendix B), but over the standards of instruction in them the boards have no control, these being fixed in the grant-in-aid code.

SECTION L.

Withdrawal of Government from the Direct Management of Schools or Colleges.

(1) By transfer to private bodies;
(2) When in competition with private schools or colleges;
(3) When, from any cause, no longer necessary.

1. *Transfer.*—On the question of transferring Government schools, we quote the following from the evidence of Mr. Sturrock, Collector and Magistrate of South Kanara:—

"I think that, on the principle laid down in paras. 10 and 11 of the Resolution of the Government of India constituting the Education Commission, all the provincial colleges might be at once transferred to a local body like a municipality, or to a board composed of delegates from the municipal board and members elected by the subscribers of any endowment that has been or may be formed. When a policy of this kind has been adopted, it will, in my opinion, be necessary to recast the grant-in-aid code so as to provide suitable aid towards the pay of a competent European head-master, an advantage which I consider well worth the expenditure of a considerable sum. Even if this be done, however, it would probably be necessary to give additional aid in the case of the schools in question, as—apart from the very important consideration of justice to the existing staff, the greater part of which would probably consent to be transferred with the school on their salaries and pensions being guaranteed—it is not to be desired that there should be any reduction in the status of schools once established. In the case of schools transferred to municipalities constituted as they now are, and probably will be for many years to come, the change of management would, as a rule, be more nominal than real, as the fullest consideration would be given to the advice of the officers of the Educational Department, but it would be a step in the direction of the withdrawal of Government from the direct management of schools, and would emphasise their decision to keep the principle of para. 62 steadily in view.

"I understand para. 11 of the Resolution of the Government of India to contemplate the transfer of higher class schools to municipalities for management only—not for the provision of funds from municipal taxation. I should strongly object to empowering a municipality to raise funds by taxation for expenditure on higher class education."

We take it that the objects contemplated by Government, as the results of transfer, are: (1) The securing of greater variety in the type of education; (2) the development of local self-government, combined with local self-help; (3)

the reduction of expenditure:—and that it would not approve of any change which did not secure, or, at least, give promise of securing one or other of these. The consideration of the first we defer to a later part of this Report, as the securing of variety must involve various changes.

It may be doubted whether municipalities, and much more whether native committees, to be formed in places not municipalities, would be willing to undertake any pecuniary responsibility, though they might be willing to undertake the management of Government schools. Assuming that efficient local management could be generally secured,—and we see no reason to think it might not be, with the exercise of care in the selection or the approval of members of committees,—then some definite scheme for the present continuance with gradual reduction of aid would be necessary. The source of additional income is, of course, fees; but the ability to pay is not the same in all localities. A minimum being laid down, each local committee should be given a discretion to fix such higher rate as the circumstances might render suitable, subject in all cases to the approval of Government acting through the Director of Public Instruction. To give time for gradual increase of fee receipts, the actual cost to Government of any school transferred might be continued, say, to the end of the official year following that in which the transfer took place. A reduction of one-third of the Government contribution might then take place for two, or even three years, at the end of which time the school should receive aid according to the rules in force for grants-in-aid. In cases where the rules would admit of aid up to the amount of the net cost to Government of the school at the time of transfer, it might at once come under the rules as an ordinary grant-in-aid school. This, being the simplest plan, should be adopted wherever possible.

Proper guarantees and checks to secure "efficient management and extended usefulness" would, of course, be taken by the educational authorities, and need not be dwelt on; nor is it necessary to do more here than refer to the vested interests that would have to be dealt with.

The case of first grade Government colleges we regard as different from that of schools. There are but three such, at Madras, Combaconum and Rajamundry. The first, it is no exaggeration to say, is regarded by its *alumni* with something of the affection that an Oxford or a Cambridge man feels for his *Alma Mater*; and it is looked up to with pride by a very large section of the educated Hindoo community. Among this section its abolition would be one of the most unpopular of acts, which this Committee would strongly deprecate, as the greatest misfortune that could befall education,—not simply the higher education, but education generally—in this Presidency. Its transfer would be little less than a cause of distrust and discontent *a*. This at present is, however, as we believe, impracticable, from the impossibility of finding Native gentlemen willing to undertake the duty.

Admitting, for the sake of argument that such a committee could be formed, nothing of the cost of the college would be borne by it; so that economy

a. At the visit of the Commission to Pacheappa's Institution, Madras, the trustees presented an address, in which occurs the following that seems worthy of quotation in this connection, as expressing a Hindoo view:—

"If a larger measure of State support is needed for higher education of any particular kind, it is certainly needed for the spread of scientific education; first, because for many years to come, science culture cannot become indigenous in this country in the absence of a native agency to teach modern science; secondly, because science teaching requires apparatus and appliances vastly beyond private means; and thirdly, because science culture is now found indispensable for developing the resources of this vast, but poor, country. None but European agency and public funds can provide efficiently for such teaching, not only in native institutions like ours, but also in that revered institution, the Presidency College, with which Pacheappa's Institution cannot possibly compete, and must disclaim even the appearance of entering into competition, and which, in short, no aided college whatever can effectually replace in the matter of a *complete* course of instruction in the science and other learning of the West. The State college in Madras has been for the past 40 years a model and a guide to our schools in common with all other aided institutions in this Presidency; and it is the conviction, not only of our board, but of the native public at large, that the destruction, or even the mutilation, of this great *model* college, supported out of the resources of the people and in behalf of the people, would result in the ruin of all education, higher or lower, throughout the country."

would not be promoted. That its efficiency would be increased no one, probably, would contend; it is, therefore, difficult to see what would be gained. This college seems to this Committee essentially one to be long, if not permanently, retained in the hands of Government as a model, and as likely, in time even more than at present, to occupy the place filled by a great public school at home. It is possible that in the course of years some of those who have benefited by it may mark their gratitude by endowing it, and it might thus become to a greater extent self-supporting. This, however, is too remote a contingency to affect present action.

The college at Rajamundry undoubtedly supplies a want. It is the only first-grade college north of Madras, and affords a nucleus for the high education over a large tract of country. It developed from a provincial school in 1876-77, and its claims were thus set forth by Col. Macdonald in the Report for 1875-76—

"It will be remarked that all these colleges are located in the presidency town and in the small district of Tanjore. An enormous advantage has thus been given to the Tamil population of this presidency. This is not the scheme originally sketched out by Sir Alexander Arbuthnot. It was always intended that the provincial schools should gradually grow into colleges, but it is not every head-master who can raise a school to a college, and as yet the provincial school of Combaconum is the only one which has attained that status. The portion of the presidency in which a college is at present most urgently required is the Northern Circars. This province, with a population twice as great as that of Scotland, and an area one-fourth greater, has yet derived no benefit from the introduction of railways into this presidency, and, although the establishment of coasting steamers has rendered these districts less inaccessible than they used to be to Europeans, the strong prejudices which many Hindus and most Brahmans have against sea-voyages have not been overcome, and very few students come down and prosecute their studies at Madras. During the twenty years that the University has been in existence, scarcely half a dozen young men have graduated from the Northern Circars. The want of graduates for the higher posts in the Educational Department and in other branches of the public service has all along been, and still continues, a most serious obstacle to progress in the northern districts."

The Director subsequently wrote that the establishment of the college had given a great stimulus to education in the Northern Circars; and the success it has since achieved more than justifies its establishment. To close it would be a retrograde step that could not, we think, be for a moment contemplated.

At the time the school was developed into a college, a subscription was raised, with but small success, only Rs. 5,000 having been paid or promised, with some small annual subscriptions and two scholarships. There would not, therefore, appear to be much chance that any committee that could be formed would be prepared to bear any part of its cost; though, probably, its management might be arranged for. But, practically, a college, or a high school either for that matter, requires very little "management" beyond what the Educational Department supplies without extra cost: what it needs is *support*. College education probably never has been, and never will be, self-supporting.

The most self-supporting Government college in this presidency is that at Combaconum, the total expenditure on which in 1881-82 was Rs. 32,637, of which Rs. 11,011, or one-third, was paid in fees, leaving two-thirds as a charge on provincial funds. A strong committee of management might, probably, be formed without difficulty, as Combaconum is, in some respects, favourably situated, and the rate of fee in the college is now the same as in the Presidency College, Madras. This could not be raised much, if at all, without hardship, nor without reducing the number of students. That the college is appreciated is evident from the number on its rolls. Should it be determined to try the experiment of placing any first grade college under local management, that at Combaconum probably offers the most favourable conditions for the experiment; we should, however, fear the immediate result, even there.

Government second-grade colleges form an entirely distinct class. Of the seven now in operation, only two have developed from provincial schools, the other

5 having been schools of the zillah grade. There is considerable weight of opinion adverse to the raising of some of these to the grade of colleges. The present Director, who had nothing to do with this action, has given briefly some reasons in favour of it, which will be found quoted in the cross-examination of Mr. Hudson. With regard to these institutions two questions arise, first, whether any of them are unnecessary as colleges, and should revert to their former school standard:—secondly, whether committees can be formed to undertake their management as grant-in-aid institutions. The former question seems properly to fall for decision within the province of the local Government, as advised by the Director of Public Instruction. To maintain a department of education, organized, it must be recollected, under express and peremptory orders given in the despatch of 1854, and then to decide important questions on the advice of irresponsible, and possibly interested, parties, either in India or in England, would be an anomaly. It would be scarcely less of an anomaly for this Committee to offer its opinion on the details of individual cases that should be considered by higher local authorities. We, therefore, restrict ourselves to observing that we think the question of the proper standard of each present second-grade Government college to be worthy of consideration with reference to the requirements of each locality.

The question of management of second-grade colleges would probably present no greater difficulty than in the case of high schools. That of support might also be settled on the principles already suggested, with, perhaps, the modification that the amount of the Government contribution at the time of transfer should be continued for three years, when it should be reduced to one-half the total cost of the college, the committee of management raising the other half from fees, endowments, and contributions. This contribution by Government of one-half the total cost might continue for five years, at the end of which time the college should come under the ordinary grant-in-aid rules. Whether responsible committees to accept these conditions could be formed is a different question; that we have no facts before us to form an opinion on. Nor are we free from the apprehension that the course spoken of might result practically in the abandonment of some schools or colleges to probable decay. To guard against such a result, it might be wise to begin with a single case, where the conditions seemed most favourable.

(2) Under the second sub-division of the section (L) we may remark, first, that, as a matter of fact, there are but few cases in which a Government institution is in competition with a private one. Where there is such competition, the competitor is usually maintained by a mission. In these cases a hardship would be involved if the community were deprived of the Government secular school, so that it would be objectionable to close it; but there would seem no objection to transferring it to the management of a local committee where one can be formed giving a fair prospect of permanence.

(3) No one, probably, would object to closing a school that is no longer necessary; but as to what shews it to be no longer necessary, there may well be a difference of opinion. The number of pupils in average attendance would probably be the safest guide; but no rigid requirement in this particular would suit all localities. In a Tamil district an average attendance of from 20 to 25 in a class might be taken as the minimum evidence of appreciation. In some districts further north, an average of ten, in classes above the primary, is higher than is usually found, yet, if this lower attendance were not accepted as sufficient to warrant the maintenance of a school, the effect would be to throw back the Telugu-speaking section of the people of the presidency into the ignorance they have not long begun to emerge from.

It is fair to state that this Committee is not quite unanimous in some of the

views expressed; and the following individual opinions of two of its members are given:—

The Rev. Dr. Jean writes —

"It is my strong conviction that the time is not come for Government to withdraw to a large extent from the direct management of education. In my opinion that time will come only when there is an educational agency which is *able* and *willing* to replace Government agency. For the present, I see no agency which fulfils these two conditions. Missionary agencies, which would be the ablest, have declared that they do not wish, or intend, to succeed in the room of Government; and Government itself has declared several times that, if it were to make over its institutions, it would make them over to native men. Very wisely, in my opinion, for, were Government to withdraw from its establishments in favour of missionary societies, there would be at once an outcry and loud complaints that Government had broken the compact to which it stands solemnly pledged, of keeping religious neutrality; that the sort of legatees chosen by it shews clearly its intention of proselytizing by indirect and underhand means, etc. It follows that Government can look to native men only to succeed it in its office of Educator. But (*a*) native efficiency cannot, at present, replace State efficiency in the management of schools and colleges; and to substitute the former for the latter would surely cause education to deteriorate. (*b*) Moreover, native men, chiefly in this presidency, are decidedly unwilling to receive the legacy which Government would offer them, and fear nothing more than that Government should disconnect itself from higher education.

"I need not say more on this subject. But I will simply observe that this question has been dealt with, with special care, by the Catholic Prelates of Southern India, in the first part of the memorial addressed by them to the members of the Education Commission, and that I fully concur in their views on this subject."

The following are the Rev. William Miller's remarks:—

"It is unnecessary to prove that Government ought to withdraw from the direct management of schools and colleges as largely and as soon as it finds it possible to do so *without injury to higher education*. As Government has declared its intention of acting on this policy, arguments in favour of it would be superfluous, numerous and unanswerable though such arguments plainly are. The only practical question is as to how the withdrawal is to be effected without injury to a cause which every member of this Committee not only does not wish to damage, but is undoubtedly anxious to promote.

"On this point the following remarks seem called for:—

"1. The withdrawal should be gradual. In important changes anything of the nature of a surprise is to be deprecated. Even if all parts of the country were thoroughly prepared for this particular change, the sudden and simultaneous transfer to other management of a large number of schools and colleges would be a shock from which higher education might suffer greatly.

"2. No attempt should be made to lay down a rule to be applied to all provinces alike, or even to all districts of the same province. In one district the change might not be hurtful, or it might be highly beneficial, while yet it might do much injury in another district, where the general feeling towards education is different. Perhaps there are provinces in which the withdrawal of Government from the direct management of colleges and schools, within any time that should be taken into account at present, would cause the extinction of higher education—at all events on a western model—for a generation or two to come. If there are such provinces, no withdrawal should take place in them.

"So too even in provinces where the withdrawal might be completed comparatively soon and without injury to any genuine educational interest, it is impossible to be very precise in defining the term within which the process should be completed. Much will depend on the social and other circumstances of the locality where each college or school is situated. Some of the factors in the problem may not disclose themselves till the process of withdrawal has actually begun.

"My own conviction is that in fifteen or sixteen years from this date Government may have transferred every one of its institutions in this presidency to local management with the certainty of ultimately benefiting higher education and every kind of education. I mean, of course, its institutions for general education, excluding technical education, and perhaps such branches of general high education as verge upon the technical. But if any one maintains that the process cannot be wisely or beneficially completed in less than twenty or twenty-five years, I should not care to oppose him. The only points I hold with absolute conviction are that many Government institutions may be safely closed or transferred to private management *at once*,—that several more may be so transferred in each successive year,—and that the process ought to be complete in what may be properly called *a short* time if it be viewed in relation to the history of a great country.

"3. No college and no school of importance should be transferred to any missionary body. Such a transference, however defensible in theory, could hardly fail to spread false and injurious impressions as to the purpose of Government in retiring from the direct supply of education. It is only to strictly local, or at least to strictly Indian, bodies that the management of colleges and schools should be transferred. If a large native society rose up prepared to manage colleges and schools in more than one district, I can see nothing impolitic in Government institutions being transferred to it. The objection is to their being handed over to bodies that receive their chief impulse and support from beyond the bounds of India.

"Of course this prohibition of the transfer of Government institutions to missionary bodies would be a breach of the strict principles of neutrality. It would impose on missionaries a certain disability on account of their religious position. Still, religious neutrality is one of an order of principles that ought not to be carried out without regard to consequences. In this case the advantages of refusing to transfer Government institutions to societies supported by foreign funds are so plain and so great that men, like missionaries, whose sole aim should be the benefit of India, ought not to object—and I believe they would not object—to their receiving somewhat less than strict justice might give them ground to demand.

"4. The wide difference between the relations in which Government should stand to higher and to elementary education respectively ought to be carefully borne in mind. To give so much education as to set the mind to work and to fit the man for the elementary duties of his hereditary position is always, and necessarily, a benefit to the community, and is therefore both the interest and the duty of Government. To educate men for higher positions than they are born to is beneficial, and becomes accordingly a duty, only when they, or those with whom they are naturally connected, co-operate earnestly with those who strive to educate them. Similarly, to give the simple food necessary to preserve life to a man who is starving is always beneficial and always a duty. But to give a man that rich and generous food by which the human frame is developed to the highest point is never the duty of any one beyond the man's own household, and it is beneficial only when the man takes considerable exercise along with it. To insist upon his consuming a large supply of *this* kind of food when he does not exert himself and in no way earns it, would not benefit, but, on the contrary, would injure the man and all connected with him. Thus, for Government, or other outside party, to bestow elementary education on those who have not yet learned to value it is unobjectionable and praiseworthy; but to bestow higher education on a community that is not making considerable corresponding effort is—even setting aside the question of expense entirely—a distinct injury to all concerned.

"On these principles, and looking at their applicability to this presidency, I should recommend—

"(*a*) That inquiry be made as to the probable stability of the Kerala Vidayasala and that if the result of such inquiry be satisfactory, the Government college and school at Calicut be closed, and the funds now expended on them be devoted partly to aiding the independent local college under the ordinary rules, and the remainder to elementary education. At Calicut the independent college is thoroughly efficient and purely local. The matter is not complicated by any question about missionary education.

"(*b*) That at Salem, Cuddalore, and Berhampore, the college departments be closed unless some local body is prepared at once to carry them on as aided institutions under the ordinary rules. In these places nothing called for college departments being opened at all; but there is always good in evoking genuine local effort in behalf of education, and if such local effort be forthcoming the grants necessary for keeping up college departments at the three towns in question will at least not be wholly wasted.

"(*c*) That at Mangalore and Madura, where missionary colleges exist beside the Government ones, a term of years (say *four*) be given for those who object to mission education, making the necessary preparations for taking over the colleges and maintaining them as aided institutions. In both places it seems desirable that a (second-grade) college should exist, and if, as is probable, there be a considerable number in these towns who object to mission education, there can be no doubt that the needed preparations will be very speedily made.

"(*d*) That, with regard to the remaining Government colleges in the mofussil and all Government schools, the Director of Public Instruction be requested to suggest as soon as possible the best means of raising up a local, but not a missionary, body fit to take over the management of each of them:—also that Government inform the Director that the process should be complete in all purely Tamil-speaking districts within seven years, but that they do not wish to hurry him in dealing with districts where education is less advanced.

"(*e*) With regard to the Presidency College, which stands in many ways in a different position from the various local Government institutions, it would be wrong to abolish it so long as there is not a fully developed non-missionary college to take its place. This abolition should not even be contemplated without some reasonable guarantee that the step would not throw the control of education at the seat of the presidency practically into the hands of missionaries.

"At present there is little prospect that its transference would be accepted by any body of native gentlemen. Feeling will certainly change on this point as years go by and self-government becomes a reality. In the meantime, however, it is necessary to maintain a college managed by the Department in Madras. If such a college, however, is to take its proper place as a friendly co-worker with other agencies, if it is to advance higher education generally, and not to cramp and hinder its free development, changes of various kinds will be required. This is not the place, however, for discussing what these changes ought to be."

SECTION M.

General Relations of Departmental Officers to Private Schools or Colleges in competition with—

(1) Government schools or colleges;
(2) Other private schools or colleges.

In the Madras Presidency, the relations of Inspecting officers to private schools, &c., are not affected by the consideration whether these are, or are not in competition with others, Government or non-Government. The general relations and duties of inspecting officers are thus described by the best authority on the question, the Director of Public Instruction:—

"The Inspectors have full control over all subordinates, *i.e.*, all educational employés in their divisions, excepting masters in first grade colleges and in the Madras Normal school, whether those subordinates are paid from provincial or local funds; but, with the exception of provincial servants drawing Rs. 30 and under, they possess no patronage, merely the right to nominate; as regards provincial servants, the appointments resting with the Director, and as regards local fund and municipal servants, with the presidents of the municipalities or boards. The practice, however, is for the presidents to commit to the Inspector very considerable power regarding the employment and dismissal of their educational servants.

"The duties of the Inspectors are chiefly confined to the inspection and examination of all second grade colleges. High and middle schools, whether Government, aided, or under inspection in their divisions, of Normal schools, and of primary schools attached to colleges, high or middle schools. They also supervise their Deputies in the control or inspection of lower, middle, and primary schools in their ranges and in the management of the inspecting schoolmasters; and lastly, they have the general care of all matters connected with education in their divisions, more especially such as come before them in their capacity of advisers of local fund boards and municipal commissions, of which, they are usually members.

"The Deputy Inspectors ordinarily have charge of Government middle schools in their ranges but their chief duties are connected with the control, examination, or inspection of all primary schools in their ranges according as the schools are Government, local fund or private. They are also immediately responsible for the work of the Inspecting Schoolmasters and of the masters of elementary normal schools.

"The work devolving on Inspecting Schoolmasters is the improvement of the elementary pyal schools throughout the country, by visiting and instructing the teachers, and in a measure, the scholars of such schools: also inducing them to bring these schools under Government inspection, and to conform to the rules prescribing the subjects to be taught in such schools and the method of such teaching."

SECTION IV.

Tabular Statements containing Information regarding—

I. Arts colleges, schools, and scholars, in General Table 1, as modified by the Commission.
II. Schools and scholars, in General Table 2, as modified by the Commission.
III. Expenditure on educational establishments, in General Table 3, as modified by the Commission.
IV. The results of prescribed examinations, General Table 4, as modified by the Commission.
V. Aided schools and grants, in Table 5, prescribed by the Commission.

These tables follow the Report as Appendix A. All have been fully remarked on in the different sections, with the exception of No. V. This last compares the number of institutions in 1871, 1876, and 1882, distinguishing those under 'Native' from those under 'Other' Managers. It gives also the amounts of grants at each period to each class of institution. The table calls for no lengthy remarks, but the main results shown may be thus summarised.

Number of schools and total expenditure:—

Management.	1871.		1876.		1882.	
	Number of Schools.	Total of Grants-in-Aid.	Number of Schools.	Total of Grants-in-Aid.	Number of Schools.	Total of Grants-in-Aid.
		Rs.		Rs.		Rs.
Native . . .	1,900	1,67,655	5,359	2,96,923	6,230	3,46,697
Other . . .	475	1,95,437	537	2,18,719	1,597	2,05,221

The great increase in schools under Native management was, it will be observed, during the first five years, while the great increase of those under other managers has been during the second period. Though, however, the number of schools under other than Hindu managers trebled between 1876 and 1882, the aggregate of the grants-in-aid received by such schools was less in 1881-82 than it had been in 1875-76, having fallen from Rs. 2,18,719 to Rs. 2,05,221; while in 1871-72 it reached Rs. 1,95,437.

SECTION V.

General Summary and Recommendations.

Our brief remarks in this section will follow the order of the Resolution of the Government of India appointing the Commission.

In many respects primary education in Madras is on a sound basis, and it seems rather to require development on the lines hitherto followed than reorganisation. The plan of utilising indigenous schools has been generally adopted; and local fund boards and municipalities have been encouraged to step in and take upon them their proper responsibilities as promoters of elementary education. The great advance already made has been shewn in previous parts of this report, and need not be again dwelt on. Further extension is, to some extent, a question of funds. The latest returns for 1881-82 give nearly Rs. 44 as the average annual grant to an elementary school on the results system. This cost has not varied much; and it could hardly be reduced. The 8,076 schools aided during 1881-82 received Rs. 3,51,559; and these had an attendance of 218,220 pupils. During the same year there were 5,888 other *a* primary schools with 123,116 pupils. The total number of primary schools was thus 13,964. On the 31st March 1871 the number was 2,807, the increase in eleven years has thus been five-fold. If the rate continued, we might have 50,000 schools in less than ten years: this, however, is not to be expected, but it seems probable that a system which has developed such power of expansion, and that, moreover, of a thoroughly sound character, has within it capabilities that will enable it to meet the growing requirements of the country; and gradual development appears to us to give much better promise of permanence than any sudden forced increase could do.

2. We have spoken above of further extension being, *to some extent* a question of funds. Its other requirements are the spread of a desire for education on the part of the great mass of the people; a body of men qualified to impart instruction of an intelligent character; and more localised management.

To take the last first;—it seems to us that the Director of Public Instruction, in his report on elementary education, states correctly the basis on which any general system of elementary instruction should rest, in the following words He is speaking particularly of the result system, but his conception of what is. the best managing agency seems to us equally correct, whatever may be the system that is to be controlled and applied. He says—" The result system is unrivalled as a means of stimulating private effort both in town and country, more especially when controlled and applied, not by a centralised Government Education Department, but by boards with local knowledge and sympathies working through the Department." A comparatively small number of such bodies at present exist in this Presidency in the local fund boards and municipalities; but an increased number of more 'local' bodies than the former can be seems necessary to the full development of local interest and action. Even now, Act IV of 1871 provides for the appointment of managing committees for schools;

a. Namely, Government, local fund, municipal, and unaided.

but such Committees have either not been appointed, or have become moribund. More actual power in the management would, probably, make them more of a reality. One of our witnesses, Mr. Justice Mutusami Iyer, who has given considerable thought to, and written at some length on, the question, sums up his conclusions as follows :—"I would, therefore, submit that the allocation of a larger proportion of local rate to primary education, and the formation of taluq and subsidiary committee to administer the educational fund, with power to supplement it by a village rate, are the only available means of providing for the cost of primary education. The awakening of a direct and personal interest in the administration of this fund seems to me to be best fitted for ensuring permanency to the system."

Before, however, providing, by a rate or otherwise, for *additional* funds, the due appropriation to education of those available should be made, when a wide extension would be rendered possible. In his instructive report on elementary education the Director of Public Instruction says regarding local funds, "At present (in 1880-81) not above one-twelfth of the proceeds of the land-cess are being expended on education, whilst the fair proportion of this cess to be so expended is one-sixth." According to the same report, the expenditure on education in 1880-81, from local funds, was nearly four and a half lakhs; so that there would appear then to have been at least four lakhs available for primary education. According to Return No. III appended to this report, the expenditure on education from local funds in 1881-82 had risen to Rs. 5,21,383. This still leaves a very wide margin for further exension.*a*

Similarly, of expenditure on education from municipal funds, the Director says, "Only 5 per cent. of available income is, on the average, expended upon education in mofussil municipalities. Assuming that 15 per cent. of municipal income should, exclusive of fees, be devoted to education, it follows that, in most towns, funds should be available for greatly extending education." The expenditure from municipal funds is given in the same report as Rs. 75,000 ;*b* there was, therefore, then a lakh and a half available for extension; and there would appear to be nearly as much still.

When additional funds do become necessary, as of course they will, the least objectionable way of raising them would probably be that suggested by Mr. Mutusami Iyer [*vide* pages 4, 5 and 12 of his evidence].

3. In any grant-in-aid system that is to secure confidence, and so lead to the extension of education, the following conditions seem essential :—

(1) The scale of grants must not be subject to sudden change.
(2) All schools registered for examination must be able to calculate with certainty on being examined, and paid the grant earned.
(3) To secure the second condition, education must be a first charge on some source of revenue sufficient to meet all demands.

We give prominence to these conditions, as cases have occurred in which they have not been fulfilled.*c*

a Since the writing of the above, we have learnt that local fund expenditure increased during 1881-82 by more than a lakh; and that six of the boards are now spending more than the one-sixth laid down :—facts which shew the rate of present development.

b And in 1881-82 the total reached only Rs. 81,348. *Vide* Return No. iii.

c A witness writes as follows :—

"Managers have been accustomed to regard the grant-in-aid code as a compact of which the whole terms were known, and have believed that if they fulfilled their part, by bringing the pupils up to the required standard and enabling them to pass the examinations, that the payment of the grants would assuredly follow. Such it seems is not the case. At present there is no security that a rule may not be introduced by the local fund board or municipality from which a manager draws his grant, materially altering the conditions on which his school was commenced."

A desire for education among the great mass of the people is, in our opinion, the only basis on which a system of education that is to be popular and widespread can rest. This desire may be gradually developed; such development, to be healthy, in the present condition of India, must, however, go hand-in-hand with the increase of material prosperity. We think also that primary education may be, to a limited extent, popularised in the following three ways:—

First.—By teaching what the people like, as their poetry, or what they think useful, as native methods of tables and mental arithmetic, &c. *a Secondly.*—By spending locally money locally raised, and supplementing it by small grants, either from general, or from provincial funds; and *thirdly*, by localising the management. The second and third points require to be provided for by an Act: the first has never been lost sight of by the Department of Education; but it may be a question whether the standards of the result system, might not with advantage be reconsidered, with a view to the principles receiving a greater degree of recognition.

The improvement of the masters of the primary schools did not, we consider, in the earlier years of the extension of primary education, keep pace with the increase in the number of schools receiving aid; there has, however, within the last few years, been a great addition to the number of elementary Normal schools, and their number is still increasing. At present there are above thirty such schools in operation, supplying annually about 500 trained masters. The regulations for the selection and training of these are judicious, and no special additional action in this direction seems to be called for, as the Director's policy is steadily directed to the opening of normal schools, where they are still required.

The Rev. Dr. Jean writes as follows, and we consider the points worthy of consideration.

"I should recommend:—

"*1st.*—That, in order to assist private men in their endeavours for establishing private Normal schools and securing their efficiency, a sort of Directory be published by Government for the guidance of the directors of such establishments. That directors should describe the sort of training to be given to pupils in Normal schools, specify the objects and the character of the examinations which they will have to undergo, the results of those examinations, &c.

"*2nd.*—That the text-books to be read in schools be carefully revised, and expurgated, not only from anything offensive to morality, but also from all that which savours of the spirit or tenets of any particular sect.

"*3rd.*—That elementary instruction be of a more practical utility, and its standard lowered or made more easy for the children of the poor peasantry; that it include the native methods of calculation.

"*4th.*—That in those villages where education is more backward, and in general in all girls' schools, fees be not made obligatory, but left to the discretion of the managers.

"*5th.*—That in favour of the same sort of pupils the rule of attendance be relaxed during the months in which parents are particularly in need of the help of their children, *e.g.*, during the harvest season.

"*6th.*—That the assistance of Government be extended even to the schools below the first standard.

"*7th.*—With reference to higher schools and colleges on the salary grant system:—that, in the case of European masters of experienced ability, these being ascertained by competent authority, the condition of having taken a degree should not be enforced, each such case being decided on its merits."

Secondary Education.

The following quotations from the resolution of the Government of India will appropriately begin this section:—

a. A witness says—

"The course of instruction would, I think, be rendered much more acceptable than it has been, by the introduction of a greater number of lessons of practical interest bearing on the occupations, customs, and daily concerns of the rural districts and urban populations. For instance, simple lessons on field and garden operations and implements, accounts and dealings in money to shew the impropriety of borrowing, and a degrading state of dependence on money-lenders and the like, would be valuable. More attention should be paid to mental arithmetic and exercises on the weights and measures of the country, besides writing on cadjan and reading cadjan, or manuscript books. Simple lessons on rules of conduct or such as can inspire the young with a sense of their duties and future responsibilities should form a part of the reading books."

"*a*. It is not a healthy symptom that all the youth of the country should be cast, as it were, in the same Government educational mould.

"*b*. Government is willing to hand over any of its own colleges or schools, in suitable cases, to bodies of native gentlemen who will undertake to manage them satisfactorily as aided institutions.

"*c*. It is especially the wish of Government that municipal bodies should take a large and increasing share in the management of the public schools within the limits of their jurisdictions."

(*C*).—In municipalities, schools either aided or supported by the municipal bodies are of two classes, one, termed municipal schools, managed and entirely supported by the municipality; the second, private schools, aided from municipal funds on the result system up to the third standard inclusive, any class above the third being aided from provincial funds. The municipal schools are generally primary, and when they contain a fourth standard or upper primary class, working on the result system, such class draws its result grant from provincial funds.

Experience has shewn three things—

First.—That municipal schools are very much more expensive than aided ones for education of the same grade; *secondly*, that where there are municipal schools, aided ones are less liberally dealt with, and, in fact, often discouraged; and, *thirdly*, that even-handed justice to all creeds and classes cannot always be secured. Facts one and two point to the desirability of having no schools maintained by municipalities, those bodies confining themselves to aiding private schools, their power to open schools under their own management being limited to cases where it had been clearly shewn that the educational wants of the town could not otherwise be provided for. The third fact points to the necessity for the local Government's retaining power to enforce just and equal treatment to all alike.

It would be a great help towards graduating the amount of aid given, to the quantity of work done, if all schools up to the middle school standard, inclusive, were placed on the result system. This would also simplify the question as to the source from which aid should be given, by the mere extension of the present principle, namely, that all classes up to the third result standard inclusive should be aided from municipal funds, and all above that from provincial.

In most cases the same school contains both a middle and a high department. There would be no practical difficulty, that we perceive, in salary grants from provincial funds being continued to the teachers of the high school classes; the efficiency of the sixth being, as now, judged of mainly by the results of the University matriculation examination; and the fifth class being inspected as at present. It is, however, as already intimated, a question whether aid to high schools in such towns as are municipalities will much longer be necessary.

B.—Transfer.

It does not seem necessary here to repeat our remarks under this head, which will be found on page 150, &c.

A.—Variety of System.

There can be no question that there was much greater variety in what education existed at the organisation of the Education Department in 1855 than there is at the present time. Of this there seem to us three main causes, namely, the Government of India; the Department of Education; and the University of Madras. We name the Government of India as the first cause, since it is its requirements in the way of returns that enforce rigidity of system on the local authorities. Much obloquy has been heaped on the department because of the grievous burden it lays on school managers in the matter of returns; but many of them are necessitated by what is prescribed by the Government of India; and these requirements also necessitate certain examinations. For example, the Resolution

of the Government of India, No. $\frac{1}{2\text{-}16}$ of the 6th January 1879, necessitated the institution of the upper and lower primary school examinations, in the absence of which the returns prescribed by the said order cannot be prepared. Nor can the requirements of the said returns be met without a middle school examination. We have thus, here, by a single order of the Government of India, three monster examinations rendered necessary throughout every province of India. Uniformity in the classification of schools, and in the standards—at least of the classes affected by these examinations—necessarily follows.

The Department of Education we have named as the second cause, as the laying down of a curriculum for every school and every class largely extends the unification begun by the Government of India requirements; and the University completes it in schools and carries it on into and throughout colleges.

To point out the evil and its immediate causes is much easier than to suggest remedies. The present system has obtained such a hold on the sections of the native public that seek education as will render any wide modification of it a matter of extreme difficulty. To limit more or less the work of primary and middle schools to vernacular instruction is proposed as one palliative:—to introduce technical or *quasi*-technical training as another. At present, in this presidency, the vast majority of primary schools proper are vernacular, and such are eligible for grants. We have already expressed the opinion that their standards might be re-considered, in connection with the suggestions regarding the subjects of instruction. The middle school examination can be passed by a candidate ignorant of English, but such candidates are regarded as exceptions, and must obtain special permission. If the scheme were so modified as to give the same facilities to vernacular candidates as to those who know English, it seems probable that a considerable impetus might be given to middle school education in the vernacular, especially for pupils who do not go beyond.

The high school and college courses must necessarily be arranged to meet the requirements of the University examinations.

In this connection may be given the following remarks by one who may be regarded as having some right to speak in behalf of aided education:—

"I would recommend that the tendency which has shewn itself in this presidency for some years to impose certain text-books upon all schools and a certain fixed and universal course of study be authoritatively reversed, *e.g.*, a certain curriculum is followed in Government schools and the arrangements for the middle school examination and for all inspections are such as practically *almost* compel all managers to use the books and to make their students read the exact portions that are laid down for Government schools. It is admitted that deviations from this iron rule are not yet absolutely prohibited: but the whole tendency is to make everything that is not quite in agreement with a Government school curriculum to be regarded as *ipso facto* a defect. Few managers have the nerve to resist such powerful and steady pressure. The inevitable result will be that in a few years all schools will be cast in precisely the same mould, and that that *variety in the type of education* which the resolution constituting the Commission so wisely upholds will be for ever precluded. Another result will be that managers with ideas of their own on educational matters will be either driven wholly from the field or driven to renounce connection with Government. Such a state of matters is much to be deprecated, especially in a country like India where the tyranny of custom requires to be broken down, and not intensified. Especially it is recommended that in the middle school examination no special text-book in English be examined on. By beginners in a language attention should not be fixed upon the small fragments of a reading book that can be mastered at that stage. Their knowledge is best tested by questions on grammar and questions on the structure of the language, such as may be learnt in any book. The time for minute study of selected portions, in other words the time for prescribing text-books, comes afterwards in the highest classes of the school, and in college.

Throughout this report we have recognised the division of schools at present in force into primary, middle, and high. It has been suggested that this division is unnecessarily detailed, and that a division into primary and secondary, or primary and high schools, would be sufficient for statistical purposes, and would leave the internal development of schools more free than it is at present.

It has also been suggested that if this classification were adopted, it would be simple and convenient to aid primary schools and primary departments of high schools exclusively by results grants, and secondary or high schools exclusively on the salary grant system. We have not fully discussed these proposals or formed a decided opinion on them; but we regard them as worthy of consideration by the Commission.

A Rajcumar College.

The question of establishing a school and college for the education of the sons of Rajahs and Chiefs, where they might receive an education suited to their position seems worthy of consideration. We should not, however, consider that any part of the cost of such an institution should fall on Government; nor should we suppose that the noblemen concerned would accept of any aid except for organisation and management.

Funds.

It is obvious that if primary education, and particularly female education, are to receive the development that we have recommended in this report (a development that is urgently required), an increase will become indispensible in the amount of public funds spent on education. Even if all the transferences in the management of schools suggested can be made, and even if all of them result in a maximum of saving to public funds,—and these are suppositions on the accuracy of which we dare not count,—the amount thus saved on higher education will be practically insignificant in relation to the great work of instructing the masses of the people. We trust that in course of time greater liberality may be evoked on the part of the community at large, but we do not think it will be evoked upon a scale at all commensurate with the need of the country unless the expenditure of public funds be at the same time considerably increased.

Legislation.

We think it desirable for many reasons that education should be made the subject of a legislative enactment. Experience has shewn that without some higher sanction than that of resolutions and despatches, there is danger of the intentions of the supreme authority failing to be carried out in practice. Legislation is required for the guidance of the officers of the Education Department. What has taken place in this presidency seems to shew the necessity of marking out a clear line of action for men who are called upon directly to manage one class of institutions, and at the same time to take an active part in the development of another class, which by force of circumstances must be to some extent rivals to those over which they have entire control. Legislation is equally necessary for the sake of the managers of non-Government institutions. They have undertaken great duties, and it is only right that their position should be defined and secured.

We must add that there seem to us to be great practical difficulties in the way of drafting a Bill suitable for a country so vast as India, and consisting of provinces that differ so widely from one another in their educational condition. With these difficulties, however, we are not called on to deal. Perhaps the best way of meeting them would be by separate legislation for each province. Should however, that course not be adopted, we trust that any legislation will be sufficiently elastic to give room for great varieties of detail in the administration of different provinces. Anything that would tend to crush out originality and variety is as much to be deprecated in the case of provinces as in the case of schools.

W. MILLER,
Secretary.

J. T. FOWLER, *Chairman,*
P. RANGANADAN.
A. JEAN, S.J.

APPENDIX A.

TABULAR STATEMENTS.

I.—Arts, Colleges, Schools and Scholars in General Table 1.

II.—Schools and Scholars in General Table 2.

III.—Expenditure on Educational Establishments in General Table 3.

IV.—The Results of Prescribed Examinations, General Table 4.

V.—Aided Schools under 'Native' and 'Other' Managers, General Table 5.

EDUCATION COMMISSION—GENERAL TABLE 1.

General Abstract Numerical Return of Arts Colleges, Schools, and Scholars, in the Madras Presidency for the official year 1881-82.

Number of Revenue Districts.	Total Area of Province.	Number of Towns and Villages.	Total Population.	Institutions and Scholars.	University Education.	School Education, General.			Training Schools or Special Schools attached as Departments to General Schools.						Grand Total.	Percentage of		Remarks.
					Arts Colleges.	High Schools.	Middle Schools.	Primary Schools.	Schools of Art.	Medical Schools.	Engineering Schools.	Training Schools.	Industrial Schools.	Other Schools.		Colleges and Schools to Number of Towns and Villages.	Male Scholars to Male Population and Female Scholars to Female Population.	
1	2	3	4	5	6	7	8	9	10*a*	10*b*	10*c*	10*d*	10*e*	10*f*	11	12	13	14
				Institutions. For males	26	85	660	13,964	...	...	...	29	...	...	14,764	26·64	...	
				Institutions. For females	...	13	73	554	...	...	...	4	...	...	644	1·16	...	
22	131,191	55,421	30,652,558	Total	26	98	733	14,518	...	...	...	33	...	...	15,408	27·80	...	
				Scholars. Males	1,733	4,976	19,742	328,294	...	...	...	799	...	...	355,544	...	2·35	
				Scholars. Females	...	51	718	35,798	...	...	...	157	...	...	36,724	...	·24	
				Total	1,733	5,027	20,460	364,092	...	...	...	956	...	...	392,268		1·28	

General Numerical Return of Scholars in the Madras Presidency for the official year 1881-82.

CLASS OF INSTITUTIONS.	GOVERNMENT INSTITUTIONS.							AIDED INSTITUTIONS.							UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.							GRAND TOTAL OF INSTITUTIONS.	GRAND TOTAL OF SCHOLARS ON 31ST MARCH.	GRAND TOTAL OF SCHOLARS ON 31ST MARCH, LEARNING			CLASSIFICATION, ACCORDING TO RACE OR CREED OF THE SCHOLARS ON 31ST MARCH.					REMARKS.
	Number of Institutions.	Number of scholars on the Rolls on 31st March.	Average Number on the Rolls monthly during the year.	Average Daily Attendance.	Number of Scholars on 31st March, learning			Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls Monthly during the year.	Average Daily Attendance.	Number of Scholars on 31st March, learning			Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls Monthly during the year.	Average Daily Attendance.	Number of Scholars on 31st March, learning					English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.	
					English.	A Classical Language.	A Vernacular Language.					English.	A Classical Language.	A Vernacular Language.					English.	A Classical Language.	A Vernacular Language.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28*a*	28*b*	28*c*	28*d*	28*e*	28
ARTS COLLEGES.																																
UNIVERSITY EDUCATION. English	10	742	620	567	742	165	578	12	828	686	624	828	147	701	3	124	111	101	124	17	107	25	1,695	1,694	329	1,336	42	118	1,502	30	2	
UNIVERSITY EDUCATION. Oriental	1	38	41	37	...	38	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	38	...	38	...	...	...	38	...	...	
SCHOOLS FOR GENERAL EDUCATION.																																
SCHOOL EDUCATION. Boys. High Schools English	22	1,142	1,031	912	1,142	156	986	51	3,132	2,789	2,399	3,132	615	2,572	12	699	663	558	699	135	586	85	4,973	4,973	906	4,144	191	402	4,244	117	19	
SCHOOL EDUCATION. Boys. High Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
SCHOOL EDUCATION. Boys. Middle Schools English	130	5,228	4,514	4,011	5,224	503	4,682	200	10,348	9,518	8,276	10,335	1,392	8,976	212	3,660	3,615	3,094	3,599	416	3,398	542	19,236	19,158	2,311	17,056	791	1,586	16,027	725	107	19,218 boys and 18 girls.
SCHOOL EDUCATION. Boys. Middle Schools Vernacular	4	35	31	25	...	...	35	21	81	88	75	...	...	81	93	395	395	343	...	...	395	118	511	...	...	511	...	18	491	2	...	510 boys and 1 girl.
SCHOOL EDUCATION. Boys. Primary Schools English	353	18,033	17,979	15,183	8,928	214	17,854	873	38,573	38,151	32,234	22,362	478	36,646	279	8,409	7,741	6,517	4,481	189	8,375	1,505	65,015	35,771	881	62,875	1,787	6,507	50,965	4,979	777	63,121 boys and 1,894 girls.
SCHOOL EDUCATION. Boys. Primary Schools Vernacular	820	25,653	25,200	23,335	47	133	25,578	6,322	156,043	155,825	129,822	216	439	156,043	5,317	94,625	94,165	80,258	...	1,042	94,512	12,459	276,321	263	1,614	276,133	45	16,601	237,922	19,247	2,506	264,553 boys and 11,768 girls.
SCHOOL EDUCATION. Girls. High Schools English	2	3	8	6	3	...	1	11	51	42	36	51	4	4	...	...	...	...	...	...	...	13	54	54	4	5	52	2	...	...	...	51 girls and 3 boys.
SCHOOL EDUCATION. Girls. High Schools Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
SCHOOL EDUCATION. Girls. Middle Schools English	2	19	19	14	19	...	15	33	399	329	303	383	10	78	10	98	87	74	93	...	90	45	516	500	10	183	347	164	3	...	2	502 girls and 14 boys.
SCHOOL EDUCATION. Girls. Middle Schools Vernacular	2	10	10	9	...	...	10	12	77	88	69	...	...	77	14	110	116	107	...	...	110	28	197	...	...	197	...	127	65	1	4	
SCHOOL EDUCATION. Girls. Primary Schools English	2	148	159	137	112	...	51	71	3,890	4,002	3,335	3,180	71	1,418	8	250	255	224	193	...	237	81	4,288	3,485	71	1,706	2,483	1,422	316	...	67	3,839 girls and 449 boys.
SCHOOL EDUCATION. Girls. Primary Schools Vernacular	46	2,040	1,897	1,433	...	...	2,040	215	10,083	9,668	7,429	106	...	10,048	212	6,345	6,070	4,775	5	...	6,345	473	18,468	111	...	18,433	26	5,014	12,644	427	357	18,297 girls and 171 boys.
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING ATTACHED AS DEPARTMENTS TO GENERAL SCHOOLS, *viz.*—																																
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Training Schools for Masters	26	642	613	554	76	16	633	3	157	141	130	119	...	157	...	...	...	...	...	...	...	29	799	195	16	790	1	172	584	42	...	
Training Schools for Mistresses	1	20	21	18	20	...	20	3	137	137	118	110	...	137	...	...	...	...	...	...	...	4	157	130	...	157	6	144	7	...	...	
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other Schools	..	.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
TOTAL	1,421		52,143	44,241	16,313	1,225	62,483	7,827	223,799	221,464	184,850	40,822	3,156	216,933	6,160	114,715	113,218	96,051	9,199	1,799	114,155	15,408	392,268	66,334	6,180	383,576	5,771	32,277	324,808	25,570	3,841	

Return of Expenditure on Educational Establishments in the Madras Presidency for the Official Year 1881-82.

CLASS OF INSTITUTION.	GOVERNMENT INSTITUTIONS.								AIDED INSTITUTIONS.								UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.						TOTAL EXPENDITURE.			GRAND TOTAL.	Percentage on Total Expenditure.	AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN									REMARKS.
																												GOVERNMENT INSTITUTIONS.				AIDED INSTITUTIONS.				UNAIDED INSTITUTIONS.		
	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Endowments.	Other Sources.	TOTAL.	Endowments.	Subscriptions.	Fees.	Municipal Grants.	Other Sources.	TOTAL.	Provincial Revenues.	Other Sources controlled by Government Officers.	Other Sources not controlled by Government Officers.			Total Costs.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total Cost.	Cost to Municipalities.	
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e	3f	3g	3	4a	4b	4c	4d	4e	4	5a	5b	5c	5	6	7a	7b	7c	7d	8a	8b	8c	8d	9a	9b	10
ARTS COLLEGES.																																						
UNIVERSITY EDUCATION. English	1,30,246	...	...	28,435	...	1,998	170	1,60,849	23,876	...	...	21,677	13,754	18,421	19,691	97,419	3,120	...	3,205	...	4,008	10,331	1,54,122	30,603	83,874	2,68,599	8·32	259 6 11	210 1 2	...	...	142 0 2	34 12 10	...	...	93 1 2	...	
Oriental	...	...	...	...	...	453	...	453	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	453	...	453	·01	11 0 9	...	...	...	...	...	...	...	...	
SCHOOLS FOR GENERAL EDUCATION.																																						
SCHOOL EDUCATION. Boys. High English	48,247	...	544	20,504	...	1,413	76	79,784	36,183	...	...	60,317	20,489	11,922	35,436	1,64,347	1,176	...	13,817	...	7,441	22,434	84,430	31,537	1,50,598	2,66,565	8·26	77 6 2	46 1 9	...	0 8 5	53 14 10	12 15 7	...	...	33 13 5	...	
Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Middle English	61,657	10,587	1,507	63,133	...	16,394	—696	1,53,082	47,953	246	249	1,22,088	13,719	10,596	37,152	2,32,003	7,661	1,353	33,239	...	10,638	52,790	1,09,610	91,920	2,36,345	4,37,875	13·57	33 14 7	13 10 7	2 5 6	0 5 4	24 6 0	5 0 7	0 0 5	0 0 5	14 9 8	...	
Schools. Vernacular	...	339	...	...	...	...	...	339	359	35,008	...	252	18	...	19	648	...	150	1,056	...	341	1,547	359	339	1,836	2,534	·08	10 15 0	...	10 15 0	...	7 5 10	4 1 3	...	...	3 14 8	...	
Primary English	51,108	53,536	14,365	41,304	...	36,027	—1,709	1,94,631	38,911	2,22,635	19,735	1,16,168	601	9,929	89,323	3,09,977	722	1,412	17,684	...	7,980	27,798	90,019	1,98,266	2,43,821	5,32,106	16·48	10 13 2	2 13 6	2 15 8	0 12 9	8 1 10	1 0 4	0 14 8	0 8 3	3 9 5	...	
Schools. Vernacular	7,135	95,265	8,283	9,963	..	...	579	1,21,228	27,496	...	20,007	1,93,213	315	2,476	88,503	5,54,645	2,312	...	1,28,610	...	50,413	1,81,335	34,631	3,56,735	4,65,842	8,57,208	26·56	4 13 0	0 4 6	3 12 6	0 5 3	3 8 11	0 2 10	1 6 10	0 2 1	1 14 10	...	
Girls. High English	924	...	...	146	...	...	—89	981	1,484	...	...	813	51	948	1,162	4,458	...	...	...	...	...	...	2,408	57	2,974	5,439	·17	122 10 0	115 8 0	...	...	106 2 3	35 5 4	...	...	...	...	
Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Middle English	1,347	...	113	241	...	...	—177	1,524	6,941	...	...	5,055	3,027	2,665	4,374	22,062	...	280	290	...	1,674	2,244	8,288	164	17,378	25,830	·80	80 3 4	70 14 4	...	5 15 2	67 0 11	21 1 7	...	...	25 12 8	...	
Schools. Vernacular	13	...	...	...	...	...	...	13	679	...	...	154	434	...	571	1,838	51	414	48	...	1,924	2,437	692	...	91,955	1,28,146	3·97	90 8 7	104 8 1	...	...	24 4 7	5 1 11	...	0 5 3	64 14 4	...	
Primary English	16,616	...	...	859	...	...	—2,880	14,395	20,483	...	1,313	20,010	11,498	10,708	33,190	97,202	...	...	637	...	15,012	16,549	37,699	8,604	1,93,544	1,43,750	4·45	7 0 0	3 6 2	1 4 5	1 15 8	9 12 0	2 9 8	0 0 2	0 2 8	5 15 6	...	
Schools. Vernacular	6,418	2,417	3,755	225	...	438	26	13,279	25,184	125	1,618	5,818	16,801	2,182	42,513	94,241	672	985	1,089	...	33,484	36,230	31,602														
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING ATTACHED AS DEPARTMENTS TO GENERAL SCHOOLS, *viz.*—																																					
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medical schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Engineering schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Training schools for Masters	13,974	10,160	...	...	...	...	...	24,134	1,012	68	...	1,106	...	2,655	11,829	16,670	...	...	...	...	...	...	14,986	10,228	15,590	40,804	1·25	39 5 11	22 12 9	16 9 2	...	118 3 8	7 2 10	0 7 9	...	...	...	
Training schools for Mistresses	2,025	...	...	...	...	...	...	2,025	861	...	...	771	...	...	8,298	9,930	...	...	...	...	...	...	2,886	...	9,069	11,955	·37	96 6 10	96 6 10	...	...	72 7 8	6 4 7	...	...	...	...	
Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
University	...	...	...	64,850	...	...	2,356	67,206	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	67,206	...	67,206	2·08	...	...	...	...	...	...	...	...	...	...	
Direction	40,479	...	...	...	...	...	...	40,479	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40,479	...	...	40,479	1·25	...	...	...	...	...	...	...	...	...	...	
Inspection	1,99,227	68,537	5,427	...	...	...	...	2,73,191	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,99,227	73,964	...	2,73,191	8·46	...	...	...	...	...	...	...	...	...	...	
Scholarships. Colleges	4,413	...	...	...	...	...	...	4,413	2,740	...	...	...	...	...	...	2,740	...	...	...	...	...	...	7,153	2,091	...	9,244	·29	...	...	...	...	...	...	...	...	...	...	
Schools	14,489	13,238	304	...	...	1,491	600	6,504	6,014	...	...	...	...	...	...	6,014	...	...	...	...	...	...	20,503	13,685	100	34,288	1·06	...	...	...	...	...	...	...	...	...	...	
						143	...	28,174						100		6,114								39,223	16,395	55,618	1·72	...	...	...	...	...	...	...	...	...	...	
Buildings	...	3,567	2,127	...	...	...	19,979	25,673	...	...	...	...	3,236	...	26,709	29,945	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Miscellaneous	11,853	5,652	...	...	...	...	5,628	23,133	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,853	11,280	...	23,133	·72	...	...	...	...	...	...	...	...	...	...	
TOTAL	6,10,171	2,63,301	36,425	2,38,460	...	58,857	28,863	12,31,077	2,40,172	2,58,082	42,923	5,47,442	83,943	72,602	3,98,772	16,43,935	15,714	4,493	1,99,675	...	1,33,813	3,53,695	8,40,343	9,35,460	14,42,904	32,28,707	100	...	...	...	...	...	...	...	...	...	...	...	

I.—The value of scholarships attached to Colleges other than Arts Colleges will not be considered, and the stipends attached to Training Schools will be regarded as a part of the expenditure on Training Schools and will not be included in the separate head "Scholarships."
II.—Fractions of a rupee are to be disregarded except in the calculations of the average annual cost of educating each pupil.
III.—Column 6 will show the proportion which the expenditure on each class of Institutions, &c., bears to the total expenditure of the year.
IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contributions from Fees or other sources credited to that Fund, should be deducted. Such payments should be shown as expenditure under the sub-head to which they belong.
V.—The average annual cost of educating each pupil is to be calculated on the average monthly number of the students enrolled.

Return shewing the Results of Prescribed Examinations in the Madras Presidency during the official year 1881-82.

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.					NUMBER PASSED.					CREED OF PASSED SCHOLARS.			PERCENTAGE OF PASSED SCHOLARS TO TOTAL NUMBER AT THE BEGINNING OF THE YEAR ON THE ROLLS OF THE CLASS EXAMINED.		
	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Hindus.	Mahammadans.	Others.	Government Institutions.	Aided Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17	18	19
ARTS.																				
Master of Arts	...	...	...	...	...	...	...	9	9	...	...	...	5	5	4	...	1	...	...	...
Bachelor of Arts	3	3	2	8	107	78	40	36	261	71	48	19	6	144	127	...	17	44	36	...
First Arts or Previous Examination	10	12	8	30	230	265	147	91	733	145	159	87	32	423	381	6	36	27	27	...
SCHOOLS.																				
Matriculation — Boys	19	48	59	126	476	1,384	1,336	526	3,722	224	429	405	71	1,129	960	19	150	18	15	...
Matriculation — Girls	...	1	...	1	...	1	2	...	3	...	1	1	...	2	...	...	2	...	...	...
Standard equivalent to Matriculation. — Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation. — Girls (a)	1	4	4	9	7	12	8	28	55	3	3	2	16	24	...	...	24	43	10	...
Comparative Examination of the Fifth Class, Boys	19	12	4	35	491	334	84	...	909	266	117	34	...	417	371	14	32	...	...	...
Middle School Examination. — Boys	34	104	98	231	838	2,441	1,414	1,952	6,645	439	1,010	456	579	2,484	2,146	65	273	10	12	...
Middle School Examination. — Girls	1	26	19	46	13	109	99	24	245	7	54	35	8	104	...	...	104	58	23	...
Comparative Examination of the Lower Fourth Class, Boys	55	18	13	86	1,126	543	214	...	1,883	716	227	122	...	1,065	...	...	...	...	...	...
Special Upper Primary. — Males	55	43	1	99	526	187	1	414	1,128	303	66	...	88	457	368	16	73	...	...	...
Special Upper Primary. — Females	3	36	3	42	19	181	16	8	224	3	65	8	1	77	3	...	74	...	...	...
	Government Municipal & Local Funds Schools.	Private Schools under Inspection.	Other Private Schools.		Government Municipal & Local Funds Schools.	Private Schools under Inspection.	Other Private Schools.			Government Municipal & Local Funds Schools.	Private Schools under Inspection.	Other Private Schools.						Government Municipal & Local Funds Schools.	Private Schools under Inspection.	
Upper Primary School Examination — Boys	276	709	64	1,049	2,982	6,211	494	73	9,760	2,102	3,981	278	51	6,412	Information not available.			48	31	...
Upper Primary School Examination — Girls	6	110	4	120	32	666	14	2	714	23	454	6	1	484				25	25	...
Lower Primary School Examination. — Boys	852	2,285	320	3,457	6,272	13,861	1,238	115	21,486	4,667	9,350	795	87	14,899				13	4	...
Lower Primary School Examination. — Girls	18	208	14	240	145	1,450	45	2	1,642	103	1,091	28	2	1,224				3	4	...

(a.) This is termed 'the Higher Examination for Women.'

Return shewing the Number of Aided Schools under 'Native' and 'Other' Managers respectively, on the 31st March 1871, 1876, and 1882, and the Grants awarded during the years 1870-71, 1875-76, and 1881-82.

Class of Institutions.	Number of Schools on the 31st March			Amount of Grants in									Remarks.
					1875-76.				1881-82.				
	1871.	1876.	1882.	1870-71.	Provincial.	Local.	Municipal.	Total.	Provincial.	Local.	Municipal.	Total.	
									Rs.	Rs.	Rs.	Rs.	
Under Native Managers.													
Arts Colleges . . . . English	...	...	3	...	...	...	...	...	2,881	...	...	2,881	
General Education.													
Schools . English . For boys	287	262	704	96,058	69,318	624	1,849	71,791	42,550	27,890	10,797	81,237	
Schools . English . For girls	...	3	8	...	1,266	...	...	1,266	1,009	...	264	1,273	
Schools . Vernacular . For boys	1,594	5,040	5,408	67,379	18,768	1,66,147	30,523	2,15,438	22,280	1,90,971	17,163	2,30,414	
Schools . Vernacular . For girls	19	54	107	3,009	7,307	...	3	7,310	27,719	...	1,037	28,756	
Building Grants	...	...	...	*a* 1,209	*a* 1,118	...	...	1,118	...	...	...	...	*a* From the Educational Building Fund.
Grants to 91 closed schools	...	...	...	...	...	...	...	...	497	1,449	190	2,136	
Total under Native Managers . .	1,900	5,359	6,230	1,67,655	97,777	1,66,771	32,375	2,96,923	96,936	2,20,310	29,451	3,46,697	
Under Other Managers.													
Arts Colleges . . . . English	7	7	9	18,995	17,716	...	...	17,716	60,995	...	...	20,995	
General Education.													
Schools . English . For boys	125	226	420	1,12,369	1,14,281	158	1,938	1,16,377	80,075	7,109	9,035	96,219	
Schools . English . For girls	41	65	47	12,098	38,335	...	10	38,345	3,836	33	415	4,284	
Schools . Vernacular . For boys	245	160	935	12,929	316	5,192	2,314	7,822	4,868	30,387	2,224	37,479	
Schools . Vernacular . For girls	51	73	180	9,760	14,311	...	138	14,449	21,654	92	1,203	22,949	
Special Schools attached as Departments to General Schools.													
Training Schools for Masters . .	5	4	3	8,707	8,524	...	...	8,524	*b* 4,530	...	...	4,530	*b* Including Scholarships.
Do. for Mistresses . .	1	1	3	2,691	1,110	...	...	1,110	3,357	...	...	3,357	
Industrial Schools	...	1	...	...	1,800	...	...	1,800	...	...	...	...	
Building Grants	...	...	...	*c* 27,888	*c* 12,756	...	...	12,756	*c* 13,550	...	...	13,550	*c* From the Educational Building Fund.
Grants to 25 closed schools	...	...	...	...	...	...	...	...	1,181	83	594	1,858	
Total under Other Managers .	475	537	1,597	1,95,437	2,08,969	5,350	4,400	2,18,719	1,54,046	37,704	13,471	2,05,221	
Grand Total .	2,375	5,896	7,827	*d* 3,63,092	3,06,746	1,72,121	36,775	5,15,642	2,50,982	2,58,014	42,922	5,51,918	*d* Rs. 1,400 appearing on page 22 of the Report is not included here.

NOTE.

The statistics for the year 1881-82, as given in the text and tables of the Madras Provincial Report, do not in every case agree with those quoted in the Report of the Commission. The difference is partly due to the figures adopted by the Commission being based on later or more complete information than the Provincial Committee possessed. But in the majority of instances the cause of the difference is to be found in the fact that the Committee include in their returns schools and colleges for Europeans and Eurasians, as well as unattached institutions for instruction in law, medicine, engineering, and technical arts; while the Commission have excluded both these classes of institutions, as not coming within the scope of their enquiry. With a view to bring in the provincial returns into closer accord with those adopted by the Commission, the five following tables are appended as a supplement to this Report. They exactly agree with the tables prepared by the Commission, but, while they omit the figures for the two classes of schools and colleges already mentioned, they are drawn up in a form that admits of their being readily compared with the returns incorporated in the Provincial Report:—

SUPPLEMENTARY TABLE.

EDUCATION—GENERAL TABLE 1*a*.

(*As revised by the Commission.*)

Abstract Return of Institutions and Scholars in the Madras Presidency for the official year 1881-82.

Number of Revenue Districts.	Total Area of Province.	Number of Towns and Villages.	Total Population.	Institutions and Scholars.		University Education.	School Education General.			Training Schools or Special Schools attached as Departments to General Schools.						Grand Total.	Percentage of		Remarks.
						Arts Colleges.	High Schools.	Middle Schools.	Primary Schools.	Schools of Art.	Medical Schools.	Engineering Schools.	Training Schools.	Industrial Schools	Other Schools.		Colleges and Schools to Number of Towns and Villages.	Male Scholars to Male Population and Female Scholars to Female Population.	
1	2	3	4	5		6	7	8	9	10*a*	10*b*	10*c*	10*d*	10*e*	10*f*	11	12	13	14
22	*a* 139,900	*a* 52,051	Males . 15,259,939 Females 15,575,836 TOTAL *b* 30,835,775	Institutions	For males .	25	81	637	13,979	...	...	...	29	...	...	14,751	28·33	...	
					For females	...	2	44	507	...	...	...	4	...	...	557	1·07	...	
					TOTAL .	**25**	**83**	**681**	**14,486**	...	...	...	**33**	...	...	*c* **15,308**	**29·40**	...	
				Scholars	Males .	1,707	4,836	19,049	326,614	...	...	...	799	...	...	353,005	...	2·31	
					Females .	...	2	402	34,029	...	...	...	157	...	...	34,590	...	·22	
					TOTAL .	**1,707**	**4,838**	**19,451**	**360,643**	...	...	...	**956**	...	...	**387,595**	...	**1·25**	

a Excluding Pudukota, with a population of 302,127 souls.

b The European and Eurasian population, amounting to 32,729, is excluded.

c Excluding unattached schools and colleges for professional and technical instruction, and schools for Europeans and Eurasians.

SUPPLEMENTARY TABLE.

EDUCATION—GENERAL TABLE 2a.

(As revised by the Commission.)

Detailed Return of Colleges, Schools, and Scholars, in the Madras Presidency, for the official year 1881-82.

CLASS OF INSTITUTIONS.	DEPARTMENTAL INSTITUTIONS.							AIDED INSTITUTIONS.							UNAIDED INSTITUTIONS UNDER REGULAR INSPECTION.							Grand Total of Institutions.	Grand Total of Scholars on 31st March.	GRAND TOTAL OF SCHOLARS ON 31st MARCH, LEARNING			CLASSIFICATION OF SCHOLARS ON 31st MARCH ACCORDING TO RACE OR CREED.						
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls Monthly during the year.	Average Daily Attendance.	Number of Scholars on 31st March learning			Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls Monthly during the year.	Average Daily Attendance.	Number of Scholars on 31st March, learning			Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls Monthly during the year.	Average Daily Attendance.	Number of Scholars on 31st March, learning					English.	A Classical Language.	A Vernacular Language.	Hindoos.	Muhammadans.	Sikhs.	Parsis.	Native Christians.	Europeans and Eurasians.¶	Others.
					English.	A Classical Language.	A Vernacular Language.					English.	A Classical Language.	A Vernacular Language.					English.	A Classical Language.	A Vernacular Language.												
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28*a*	28*b*	28*c*	28*d*	28*e*	28*f*	28*g*
ARTS COLLEGES.																																
UNIVERSITY EDUCATION { English	10	742	620	567	742	165	577	11	803	689	587	803	123	700	3	124	111	101	124	17	107	24	1,669	1,669	305	1,384	1,502	30	...	...	117	18	2
{ Oriental	1	38	41	37	...	38	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	38	...	38	...	38	...	...	...	...	...	...
TOTAL	11	780	661	604	742	203	577	11	803	689	587	803	123	700	3	124	111	101	124	17	107	25	1,707	1,669	343	1,384	1,540	30	...	...	117	18	2
SCHOOLS FOR GENERAL EDUCATION.																																
High Schools.																																
SECONDARY EDUCATION. For boys { English	22	1,142	1,031	912	1,142	156	986	47	2,995	2,674	2,292	2,995	485	2,570	12	699	658	558	699	135	586	81	*a* 4,836	4,836	776	4,142	4,242	117	...	..	391	67	19
{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For girls { English	1	1	6	4	1	...	1	1	1	1	1	1	...	1	...	...	...	...	...	...	...	2	2	2	...	2	...	...	...	...	2	...	...
{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools.																																
For boys { English	129	5,085	4,418	3,919	5,081	503	4,682	184	9,837	9,053	7,859	9,824	1,116	8,952	208	3,631	2,586	3,079	3,590	416	3,378	521	*c* 18,553	18,495	2,035	16,912	15,984	723	...	...	1,552	191	103
{ Vernacular	4	35	31	25	...	...	35	21	93	79	...	...	...	83	91	393	390	339	...	...	393	116	511*d*	...	...	511	491	2	...	...	18	...	...
For girls { English	1	15	13	10	15	...	15	6	79	69	64	69	...	61	9	96	85	72	96	...	90	16	190	180	...	166	3	...	...	...	163	22	2
{ Vernacular	2	10	10	9	...	...	10	12	77	88	69	...	...	77	14	110	115	107	...	...	110	28	197	...	...	197	65	1	...	...	127	...	4
TOTAL	159	6,288	5,509	4,879	6,239	659	5,729	271	13,072	11,978	10,364	12,889	1,601	11,644	334	4,929	3,834	4,155	4,385	551	4,557	764	24,289	23,513	2,811	21,930	20,785	843	...	...	2,253	280	128
Primary Schools.																																
PRIMARY EDUCATION. For boys { English	352	17,855	17,744	14,954	8,750	214	17,854	851	37,065	36,681	30,968	20,903	312	36,974	278	8,376	7,708	6,495	4,460	189	8,375	1,461	63,295*	34,113	715	63,203	50,923	4,973	...	...	6,316	370	714
{ Vernacular	864	26,997	26,543	22,491	47	133	26,922	6,322	155,415	155,181	129,278	216	463	155,415	5,312	94,571	94,113	80,198	...	1,042	94,458	12,498	276,983†	263	1,638	276,795	238,526	19,232	...	...	16,642	45	2,538
For girls { English	1	83	94	72	47	...	51	27	1,577	1,672	1,229	877	71	1,275	7	237	242	213	180	...	237	35	1,897‡	1,104	71	1,563	313	...	...	...	1,348	190	46
{ Vernacular	46	2,040	1,897	1,433	...	...	2,040	214	10,083	9,668	7,429	106	...	10,048	212	6,345	6,070	4,775	5	...	6,345	472	18,468§	111	...	18,433	12,644	427	...	...	5,014	26	357
TOTAL	1,263	46,975	46,278	38,950	8,844	347	46,867	7,414	204,140	203,202	168,904	22,102	846	203,712	5,809	109,528	108,133	91,681	4,645	1,231	109,415	14,486	360,643	35,591	2,424	359,994	302,405	24,632	...	..	29,320	631	3,655
PROFESSIONAL AND TECHNICAL SCHOOLS ATTACHED AS DEPARTMENTS TO PRIMARY OR SECONDARY SCHOOLS.																																
SPECIAL EDUCATION. Training Schools for Masters	26	642	613	554	76	16	633	3	157	141	130	119	...	157	...	...	...	...	...	...	...	29	799	195	16	790	584	42	...	...	172	1	...
Training Schools for Mistresses	1	20	21	18	20	...	20	3	137	137	118	110	...	137	...	...	...	...	...	...	...	4	157	130	...	157	7	...	...	...	144	6	...
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	27	662	634	572	96	16	653	6	294	278	248	229	...	294	...	...	...	...	...	...	...	33	956	325	16	947	591	42	...	...	316	7	...
TOTAL OF PUBLIC COLLEGES AND SCHOOLS	1,460	54,705	53,062	45,005	15,921	1,225	53,826	7,702	218,309	216,147	180,103	36,023	2,570	216,350	6,146	114,581	112,078	95,937	9,154	1,799	114,079	15,308**	387,595**	61,098	5,594	384,255	325,321	25,547	...	...	32,006	936	3,785
PRIVATE UNINSPECTED SCHOOLS																						2,828	54,064										
GRAND TOTAL FOR THE MADRAS PRESIDENCY																						18,136	441,659										

(*a*) Exclusive of all pupils in attached Middle Schools. (*b*) Exclusive of all pupils in attached Primary Schools. (*c*) 13 girls. (*d*) 2 girls. * 1,941 girls. † 12,175 girls. ‡ 281 boys. § 171 boys.

N.B.—i The term *classical language* in columns 7, 14, 21, and 26, includes European and Oriental classical languages.

ii By *aided* Schools are meant schools not managed by Government Officers, but receiving aid from Provincial Revenues, or from Local Rates or cesses, or from Municipal funds.

iii *Unaided* Schools are not managed by Government officers, and do not receive aid from Provincial Revenues or Local Rates, or cesses, or from Municipal funds.

¶ Attending Schools for Natives of India. ** Unattached Schools and Colleges for professional and technical instruction, and schools for Europeans and Eurasians attended, are excluded from this Table.

SUPPLEMENTARY TABLE.

EDUCATION—GENERAL TABLE 3*a*.

(*As revised by the Commission.*)

Detailed Return of Expenditure on Education in the Madras Presidency for the official year 1881-82.

OBJECT OF EXPENDITURE.	DEPARTMENTAL INSTITUTIONS.								AIDED INSTITUTIONS.								UNAIDED INSTNS. UNDER REGULAR INSPECTION.		
	Provincial Revenues.	Local rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other sources.	TOTAL.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments.	Other sources.	TOTAL.	Municipal Funds.	Fees.	Subscriptions.
1	2*a*	2*b*	2*c*	2*d*	2*e*	2*f*	2*g*	2	3*a*	3*b*	3*c*	3*d*	3*e*	3*f*	3*g*	3	4*a*	4*b*	4*c*
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES—																			
UNIVERSITY EDUCATION { English	1,30,246	...	...	28,435	...	1,140	50	1,59,871	20,399	...	...	20,495	13,792	11,914	19,641	86,241	...	3,205	...
UNIVERSITY EDUCATION { Oriental	...	...	...	...	...	453	...	453	...	...	...	...	...	...	...	...	...	...	...
TOTAL	1,30,246	...	...	28,435	...	1,593	50	1,60,324	20,399	...	...	20,495	13,792	11,914	19,641	86,241	...	3,205	...
SCHOOLS FOR GENERAL EDUCATION.																			
High Schools.																			
SECONDARY EDUCATION. For Boys. { English	48,247	...	544	29,504	...	1,313	76	79,684	32,811	...	...	56,444	19,567	9,610	31,027	1,49,459	...	14,028	...
For Boys. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. { English	465	...	...	137	...	...	...	602	...	...	...	12	...	...	...	13	...	...	...
For Girls. { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools.																			
For Boys. { English	51,949	10,587	1,507	62,784	...	2,119	107	1,29,053	41,457	246	128	1,18,238	10,174	5,473	25,096	1,95,812	...	33,028	1,571
For Boys. { Vernacular	...	339	...	...	...	...	...	339	359	...	...	257	18	...	19	653	...	1,051	273
For Girls. { English	428	...	113	223	...	...	...	764	1,930	...	...	328	1,964	133	1,432	5,787	...	290	280
For Girls. { Vernacular	9	...	...	...	...	...	...	9	696	...	...	154	646	...	359	1,845	...	48	414
TOTAL	1,01,098	10,926	2,164	92,648	...	3,432	183	2,10,451	77,243	246	128	1,70,433	32,370	15,216	57,933	3,53,569	...	48,445	2,538
Primary Schools.																			
PRIMARY EDUCATION. For Boys. { English	28,989	53,963	14,365	40,501	...	2,053	134	1,40,005	35,152	34,780	19,463	1,07,810	17,532	6,757	59,981	2,81,475	...	17,656	784
For Boys. { Vernacular	7,195	1,00,634	8,283	11,395	...	...	579	1,27,986	27,437	2,18,379	20,007	1,97,476	10,051	2,476	78,934	5,54,810	...	1,28,610	5,357
For Girls. { English	1,675	...	...	370	...	...	...	2,045	7,044	...	562	2,813	3,492	846	19,296	34,053	...	415	...
For Girls. { Vernacular	6,421	2,417	3,756	225	20	438	7	13,284	25,155	125	1,663	5,819	22,669	2,182	36,627	94,240	...	1,088	3,917
TOTAL	44,280	1,56,914	26,404	52,491	20	2,491	720	2,83,320	94,838	2,53,284	41,695	3,13,918	53,744	12,261	1,94,838	9,64,578	...	1,47,769	10,058
PROFESSIONAL AND TECHNICAL SCHOOLS ATTACHED AS DEPARTMENTS TO PRIMARY OR SECONDARY SCHOOLS.																			
SPECIAL EDUCATION. Training schools for Masters	26,146	23,447	304	...	...	...	...	49,897	4,535	68	...	1,106	...	2,655	11,829	20,193	...	...	...
SPECIAL EDUCATION. Training schools for Mistresses	4,041	...	...	...	...	...	...	4,041	3,357	...	...	771	1,987	...	6,311	12,426	...	...	...
SPECIAL EDUCATION. Engineering schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SPECIAL EDUCATION. Industrial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SPECIAL EDUCATION. Other schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL	30,187	23,447	304	...	...	...	...	53,938	7,892	68	...	1,877	1,987	2,655	18,140	32,619	...	...	...
University*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	4,693	...	...	...	...	1,851	970	7,514	2,740	...	...	...	...	...	...	2,740	...	...	...
Scholarships { Schools	2,406	...	...	...	...	299	...	2,705	...	...	...	...	...	220	...	220	...	...	...
Buildings	1,123	8,761	870	...	...	...	19,378	30,132	6,418	...	...	...	6,422	...	16,447	29,287	...	...	...
Miscellaneous	11,773	21,735	...	200	...	...	9,187	42,895	...	...	...	...	...	...	...	...	...	...	...
TOTAL	19,995	30,496	870	200	...	2,150	29,535	83,246	9,158	..	...	...	6,422	220	16,447	32,247	...	...	...
GRAND TOTAL	3,25,806	2,21,783	29,742	1,73,774	20	9,666	30,488	7,91,279	2,09,530	2,53,598	41,823	5,06,723	1,08,315	42,266	3,06,999	14,69,254	...	1,99,419	12,596

Object of Expenditure.	Unaided Insts. under Regular Inspection.			Total Expenditure from					Grand Total.	Percentage on total Expenditure.	Average Annual cost of Educating each Pupil in									
											Departmental Institutions.				Aided Institutions.				Inspected Instns.	
	Endowments.	Other sources.	Total.	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.			Total cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total cost.	Cost to Provincial Revenues.	Cost to Local Rates and Cesses.	Cost to Municipalities.	Total cost.	Cost to Municipalities.
	4d	4e	4	5a	5b	5c	5d	5e	5	6	7a	7b	7c	7d	8a	8b	8c	8d	9a	9b
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs.
Arts Colleges— University Education { English	3,120	4,006	10,331	1,50,645	...	...	52,135	53,663	2,56,443	7·39	257 13 8	210 1 2	...	...	125 2 8	29 9 8	...	...	93 1 2	...
Oriental	...	...	...	...	...	...	...	453	453	·01	11 0 9	...	...	...	...	...	...	...	...	...
Total	3,120	4,006	10,331	1,50,645	...	...	52,135	54,116	2,56,896	7·40	242 8 9	197 0 8	...	...	125 2 8	29 9 8	...	...	93 1 2	...
School for General Education.																				
Secondary Education. *High Schools.* For Boys. { English	1,172	7,441	22,641	81,058	...	544	99,976	70,206	2,51,784	7·26	77 4 7	46 12 9	...	0 8 5	55 14 4	12 4 4	...	...	34 6 6	...
Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls. { English	...	...	...	465	...	...	149	1	615	·02	100 5 4	77 8 0	...	...	13 0 0	...	...	...	...	...
Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Schools. For Boys. { English	7,665	9,804	52,068	93,406	10,833	1,635	2,09,050	62,009	3,76,933	10·87	29 3 4	11 12 2	2 6 4	0 5 5	21 10 1	4 9 3	0 0 5	0 0 3	26 2 1	...
Vernacular	...	218	1,542	359	339	...	1,308	528	2,534	·07	10 15 0	...	10 15 0	...	7 0 4	3 13 9	...	...	3 15 3	...
For Girls. { English	...	1,542	2,112	2,358	...	113	841	5,351	8,663	·25	58 12 4	32 14 9	...	8 11 1	83 13 11	27 15 6	...	...	24 13 7	...
Vernacular	51	1,924	2,437	695	...	...	202	3,394	4,291	·12	0 14 5	0 14 5	...	...	20 15 5	7 12 9	...	...	21 3 1	...
Total	8,888	20,929	80,800	1,78,341	11,172	2,292	3,11,526	1,41,489	6,44,820	18·59	38 3 3	18 5 8	1 15 9	0 6 3	29 8 3	6 7 2	0 0 4	0 0 2	21 1 2	...
Primary Education. *Primary Schools.* For Boys. { English	722	7,656	26,818	64,141	88,743	33,828	1,65,967	95,619	4,48,298	12·92	7 14 3	1 10 2	3 0 8	0 12 11	7 10 9	0 15 4	0 15 2	0 8 6	3 7 8	...
Vernacular	2,312	45,083	1,81,362	34,682	3,18,913	28,290	3,37,481	1,44,792	8,64,158	24·92	4 13 2	0 4 4	3 12 7	0 5 0	3 9 2	0 2 10	1 6 6	0 2 1	1 14 9	...
For Girls. { English	...	15,868	16,283	8,719	...	562	3,698	39,502	52,381	1·51	21 12 1	17 13 1	...	...	20 5 10	4 3 5	...	0 5 5	67 4 7	...
Vernacular	672	30,551	36,228	31,576	2,542	5,419	7,132	97,083	1,43,752	4·15	7 0 1	3 6 2	1 4 5	1 15 9	9 12 0	2 9 8	0 0 2	0 2 9	5 15 6	...
Total	3,706	99,158	2,60,691	1,39,118	4,10,198	68,099	5,14,178	3,76,996	15,08,589	43·50	6 1 11	0 15 3	3 6 3	0 0 9	4 11 11	0 7 5	1 3 11	0 3 3	2 6 6	...
Special Education. Professional and Technical Schools attached as Departments to Primary or Secondary Schools. Training Schools for Masters	...	...	...	30,681	23,515	304	1,106	14,484	70,090	2·02	81 6 4	42 10 5	38 4 0	0 7 11	143 3 5	32 2 7	0 7 9	...	...	...
Training Schools for Mistresses	...	...	...	7,398	...	...	771	8,298	16,467	·48	192 6 10	192 6 10	...	...	90 11 3	24 8 1	...	...	...	...
Engineering Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	38,079	23,515	304	1,877	22,782	86,557	2·50	85 1 2	47 9 9	36 15 8	0 7 8	117 5 4	28 6 2	0 3 11	...	...	...
University*	...	...	...	...	...	...	64,860	2,326	67,186	1·94	...	...	...	...	...	...	...	...	...	...
Direction*	...	...	...	40,479	...	...	...	...	40,479	1·17	...	...	...	...	...	...	...	...	...	...
Inspection*	...	...	...	1,99,227	69,859	5,601	...	...	2,74,687	7·92	...	...	...	...	...	...	...	...	...	...
Scholarships { Colleges	...	...	...	7,433	...	...	...	2,821	10,254	·30	...	...	...	...	...	...	...	...	...	...
Schools	...	...	...	2,406	...	...	...	519	2,925	·08	...	...	...	...	...	...	...	...	...	...
Buildings	...	...	...	7,541	8,761	370	...	42,247	59,419	1·72	...	...	...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	11,773	21,735	...	200	9,187	42,895	1·24	...	...	...	...	...	...	...	...	...	...
Total	...	...	...	2,68,859	1,00,355	6,471	65,060	57,100	4,97,845	14·37	...	...	...	...	...	...	...	...	...	...
Grand Total	15,714	1,24,093	3,51,822	7,75,042	5,45,240	77,166	9,44,776	6,52,483	29,94,707†	86,36†	...	...	...	...	...	...	...	...	...	...

1. In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contributions from fees or other sources credited to that Fund, have been deducted, and such payments have been shown as expenditure under the sub-heads to which they belong.

2. The average annual cost of educating each pupil has been calculated on the average monthly number of the students enrolled.

* The expenditure on the University, Direction and Inspection, being for the common benefit of all classes of institutions is shown in columns 5a to 5 only.

† The expenditure on unattached schools and colleges for professional and technical instruction (Rs. 1,92,393) and on schools for Europeans and Eurasians (Rs. 2,80,409) is excluded. The total expenditure on education in the Presidency (exclusive of all private uninspected institutions and of the schools in the Native States that administer their own system of education), was Rs. 34,67,509. The percentages in column 6 are calculated on the total expenditure Rs. 34,67,509.

SUPPLEMENTARY TABLE.

EDUCATION.—GENERAL TABLE 4*a*.
(*As revised by the Commission.*)

Return shewing the Results of University and Departmental Examinations in the Madras Presidency during the official year 1881-82.

NATURE OF EXAMINATION.	NO. OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.					NUMBER PASSED.					CREED OF PASSED SCHOLARS.			PERCENTAGE OF PASSED SCHOLARS TO TOTAL NUMBER AT THE BEGINNING OF THE YEAR ON THE ROLLS OF THE CLASS EXAMINED.		
	Government Institutions.	Aided Institutions.	Other Institutions.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Hindus.	Mahomedans.	Others.	Government Institutions.	Aided Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17	18	19
ARTS COLLEGES.																				
Master of Arts	...	...	...	...	...	...	...	...	9	...	...	...	...	5	4	...	1	...	...	...
Bachelor of Arts	3	3	...	6	107	78	...	36	221	71	48	...	6	125	108	...	17	44	36	...
First Arts or Previous Examination	10	11	2	23	230	258	48	9	627	145	155	34	32	366	336	6	24	27	27	...
TOTAL	13	14	2	29	337	336	48	127	857	216	203	34	38	496	448	6	42	...	...	...
SCHOOLS.																				
Matriculation — Boys	21	47	50	118	496	1,567	1,037	526	3,626	227	509	291	71	1,098	960	19	119	18	18	...
Matriculation — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation — Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard equivalent to Matriculation — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Comparative Examination of the 5th Class — Boys	19	12	4	35	491	334	84	...	909	266	117	34	...	417	371	14	32	...	...	...
Middle School Examination — Boys	38	96	73	207	880	2,380	1,224	1,952	6,436	457	992	392	579	2,420	2,146	65	209	10	12	...
Middle School Examination — Girls	1	5	2	8	13	26	5	24	68	7	14	3	8	32	...	...	32	60	27	...
Comparative Examination of the Lower 4th Class — Boys	55	17	13	85	1,126	535	214	...	1,875	716	219	122	...	1,057	...	...	...	...	...	...
Upper Primary School Examination — Boys	279	769	64	1,112	3,018	6,555	494	73	10,140	2,129	4,216	278	51	6,674	...	...	...	46	29	...
Upper Primary School Examination — Girls	6	110	4	120	32	681	14	2	729	23	468	6	1	498	...	...	...	23	25	...
Lower Primary School Examination — Boys	855	2,391	320	3,566	6,318	14,495	1,238	115	22,166	4,705	9,747	795	87	15,334	...	...	...	13	4	...
Lower Primary School Examination — Girls	18	208	14	240	145	1,521	45	2	1,713	103	1,140	28	2	1,273	...	...	...	3	4	...
TOTAL	1,292	3,655	544	5,491	12,519	28,094	4,355	2,694	47,662	8,633	17,422	1,949	799	28,803	3,477	98	392	...	...	...
GRAND TOTAL	1,305	3,669	546	5,520	12,856	28,430	4,403	2,821	48,519	8,849	17,625	1,983	837	29,299	3,925	104	434	...	...	...

EDUCATION.—GENERAL TABLE 5*a*.

(As revised by the Commission.)

SUPPLEMENTARY TABLE.

Return shewing the Number of Aided Schools attended by Natives of India in the Madras Presidency on the 31st March 1871, 1876, and 1882, and of the Amounts of the Grants earned by those Schools during the official years 1870-71, 1875-76, and 1881-82 (a).

	Objects of Expenditure.	Number of Schools.			Grants earned.		
		1870-71.	1875-76.	1881-82.	1870-71.	1875-76.	1881-82.
	University Education.				Rs.	Rs.	Rs.
Institutions under Native Managers.	Arts Colleges . English	...	...	3	...	...	3,689
	Arts Colleges . Oriental	...	...	...	...	...	...
	Schools for General Education.						
	Primary and Secondary Schools. English (*b*) For boys	287	262	692	96,058	71,791	87,630
	Primary and Secondary Schools. English (*b*) For girls	...	3	6	...	1,266	654
	Primary and Secondary Schools. Vernacular. For boys	1,594	5,040	5,602	67,379	2,15,438	2,38,970
	Primary and Secondary Schools. Vernacular. For girls	19	54	52	3,009	7,310	4,747
	Professional and Technical Schools attached as Departments to Primary or Secondary Schools.						
	Training Schools for Masters	...	...	...	...	...	...
	Ditto for Mistresses	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...
	Other Special Schools	...	...	...	...	...	...
	Building-Grants		...	...	(*c*) 1,209	(*c*) 1,118	...
	Total	1,900	5,359	6,355	1,67,655	2,96,923	3,35,690
	University Education.						
Institutions under Other Managers.	Arts Colleges . English	7	7	8	8,995	17,716	16,710
	Arts Colleges . Oriental	...	...	...	...	...	...
	Schools for General Education.						
	Primary and Secondary Schools. English (*b*) For boys	125	226	390	1,12,369	1,16,377	76,407
	Primary and Secondary Schools. English (*b*) For girls	41	65	28	12,098	38,345	8,882
	Primary and Secondary Schools. Vernacular. For boys	245	160	741	12,929	7,822	27,262
	Primary and Secondary Schools. Vernacular. For girls	51	73	174	9,760	14,449	22,882
	Professional and Technical Schools attached as Departments to Primary or Secondary Schools.						
	Training Schools for Masters	5	4	3	8,707	8,524	4,603
	Ditto for Mistresses	1	1	3	2,691	1,110	3,357
	Industrial Schools	...	1	...	...	1,800	...
	Other Special Schools	...	...	...	...	...	...
	Building Grants	...	...	...	(*c*) 27,888	(*c*) 12,756	(*d*) 4,414
	Total	475	537	1,347	1,95,437	2,18,899	1,64,517
	Grand Total	2,375	5,896	7,702	3,63,092	5,15,822	5,02,070

(*a*) European and Eurasian schools are entirely excluded from this table for the year 1881-82, but not for the two previous years.

(*b*) Inclusive of many primary English schools.

(*c*) The grants represent awards only, and do not tally with the return of actual expenditure shewn in the General Table 3.

(*d*) Exclusive of Rs. 8,478 paid from the Educational Building Fund.

APPENDIX B.

EDUCATIONAL DEPARTMENT.

The Director of Public Instruction notifies for general information :—

(I) The Educational Grant-in-Aid Code.
(II) The Rules relating to the Middle School Examination.
(III) The Rules relating to the Upper and Lower Primary School Examinations, embodying the modifications sanctioned up to 31st December 1881.

I.—EDUCATIONAL GRANT-IN-AID CODE.

Fort St. George, February 16th, 1880.

NOTIFICATION.

The following Educational Grant-in-Aid Code will come into force from the 1st April 1880 in supersession of all existing rules, subject to the relaxations and restrictions hereinafter mentioned.

2. Masters who are receiving half salary grants under the rules hitherto in force, will be eligible for one-third salary grants until the 31st March 1882,(*a*.) and Masters, who are receiving one-third salary grants, will be eligible for one-fourth salary grants until the same date.

3. Schools, which have been hitherto on the result system, will not be eligible for examination under the fifth and sixth and seventh standards during the official year 1880-81, but such schools will be at liberty to commence preparing pupils for examination under these standards with a view to obtaining grants in 1881-82.

4. Middle schools, which have been hitherto on the salary grant system, may apply for permission to relinquish their salary grants from the 1st April 1880, and to be placed on the result system from that date. Such schools may be allowed to present pupils under all the standards in 1880-81, provided that no objection is raised by the President of the Local Fund Circle or Municipality in which the schools are situated, or by the Director of Public Instruction, to the payment of such charges for result grants, as may in consequence devolve on Local, Municipal, and Provincial Funds respectively.

(By order of His Grace the Governor in Council.)

R. DAVIDSON,
Chief Secretary.

(*a*.) As noted on page 29 of the Report, this was altered to 1883.

EDUCATIONAL GRANT-IN-AID CODE—*continued.*

I.—INTRODUCTION.

1. Grants-in-aid of schools and other educational institutions will be made with the special object of extending and improving the secular education of the people, and will be given impartially to all schools which impart a sound secular education, subject to the conditions hereinafter specified, and with due consideration of the requirements of each locality and of the funds at the disposal of Government.

2. Grants are given under two alternative systems, *viz.*—

(1) The salary grant system.
(2) The results grant system.

Grants are also given for—

(3) The payment of normal scholarships.
(4) The erection, purchase, enlargement, and rent of school-buildings.
(5) The purchase of school-furniture, maps, books for school libraries, special apparatus, diagrams, examples, and tools.

II.—THE SALARY GRANT SYSTEM.

(a)—Conditions of Aid.

3. It will be essential to the consideration of any application for aid under the salary grant system, that the school on behalf of which it is preferred shall be under the management of one or more persons, who, in the capacity of proprietors, trustees or members of a committee elected by the society or association by which the school may have been established, will be prepared to undertake the general superintendence of the school, and to be answerable for its permanence for some given time.

4. Every application for a grant must be accompanied by a declaration that the applicant or applicants are prepared to subject the institution on behalf of which the application is made, together with its current accounts, list of establishment, time-table, scheme of studies, and registers of attendance, to the inspection of a Government Inspector, such inspection and examination relating only to the general management and to the secular instruction, and having no reference to any religious instruction which may be imparted.

5. Except in the case of normal schools for training teachers and of female schools, such monthly schooling fees must be levied as may from time to time be prescribed by Government.

6. No salary grant shall be given until a fairly suitable building has been provided.

7. No salary grant shall be given or continued, to any school which cannot shew an average attendance for three months of at least twenty pupils.

EXCEPTION.—*The Director of Public Instruction may exempt from the operation of this rule schools in small towns in the mofussil intended for the education of poor European and Eurasian children on satisfactory proof that there are not a sufficient number of children of the above classes of school-age resident in the town to provide so high an average attendance.*

8. Generally a teacher will not be eligible for a grant unless he or she spends at least four hours per diem in secular teaching, but in the case of pundits teaching oriental languages alone, and mistresses teaching needle-work alone, two hours per diem will suffice, and in the case of teachers instructing college classes three hours will be accepted.

(b) Issue, Transfer, Withdrawal, and Payment of Grants.

9. Applications for grants in aid of masters and mistresses must be sent to the Director of Public Instruction through the Inspector of the division.

10. Except in cases in which a reference to Government is required, all grants from provincial funds will be sanctioned by the Director of Public Instruction.

11. Grants not exceeding rupees 10 per mensem may be transferred, reduced, or withdrawn by an Inspector of Schools. The transfer, reduction, or withdrawal of grants exceeding the foregoing limit will be made by the Director on the recommendation of an Inspector.

12. A teacher absent on leave for a period not exceeding six months may, with the sanction of the Inspector of the division, when the monthly salary grant does not exceed rupees 10, or with the sanction of the Director of Public Instruction if it exceeds that amount, receive half his or her grant during such absence, and the other half may be assigned to any fairly-qualified substitute, provided that the managers of the school contribute the proportion required of them under these rules towards the salaries of the absent and officiating teachers.

13. In cases in which the managers of a school may desire to draw a grant for an absent teacher for a period exceeding six months, the sanction of Government shall be obtained.

14. All grants in aid of the salaries of masters and mistresses will be paid monthly. It will be essential to the payment of such grants that the proportion which the managers are required to contribute for the purpose for which the grants may have been sanctioned shall be duly paid. All grant bills shall, therefore, contain a declaration that the teachers have received the portion of their salaries payable by the managers.

(c) *Nature of Certificates and Amount of Grants.*

15. Subject to the conditions prescribed in these rules, a grant not exceeding one-half of the total salary within the prescribed limits will be given to schoolmistresses holding normal or ordinary certificates, and also to masters in certain cases hereinafter mentioned.

16. A grant not exceeding one-third of the total salary within the prescribed limits will be given to masters holding normal certificates and to uncertificated mistresses who have passed the higher, middle school, or special upper primary examination.

17. A grant not exceeding one-fourth of the total salary within the prescribed limits will be given to masters holding ordinary certificates.

18. A grant not exceeding one-fifth of the total salary within the prescribed limits will be given to uncertificated masters who have passed one of the Madras University examinations or the middle school or special upper primary examinations, or any examination which shall be declared equivalent to such examinations.

19. Normal certificates will be given only to persons who have gone through a full course of training in a normal school for a period of twelve months, and who have passed the following tests :—

(1) The general education test of the grade for which the teacher is a candidate.
(2) The test in the theory of school management prescribed for the grade.
(3) Teaching a class in the presence of an Inspector, *or in the case of a fifth-grade teacher or third-grade mistress, of a Deputy Inspector.*
(4) Reading aloud a passage selected by the examiner in the language or languages brought up by the candidate.

20. Ordinary certificates will be given to persons who—

(1) have passed the general education test and the test in school management prescribed for the grade for which they are candidates;
(2) have been actually employed as teachers for at least two years in schools under Government inspection ; and
(3) have obtained a favourable report from an Inspector or Deputy Inspector on their reading and ability to teach a class, and on the mode in which they have done their work generally.

21. The departmental examinations for these tests will be held at Madras and at other places appointed by the Director of Public Instruction once a year, commencing on the 8th day of December, unless that day falls on a Sunday, when the examination will commence on the Monday following.

22. The examination of European and East Indian teachers in a vernacular will not be essential when they are employed in schools intended mainly for European and East Indian children. Similarly, in the case of Hindu or Mussulman teachers engaged in Hindu or Mussulman schools, examination in English will not be essential. In the case of teachers passing in but one language the maximum grant will be only 75 per cent. of the sum specified, except in the lowest grade, in which only one language is prescribed. *This restriction shall not apply to masters of grades above the fifth, whose total salary does not exceed rupees 15, and to mistresses of grades above the third grade, whose total salary does not exceed rupees 30, the maximum salaries contemplated ordinarily to be given to fifth-grade masters and third-grade mistresses.*

23. The certificates awarded to schoolmasters will be of five grades. The general education tests for these grades are shewn below—

First Grade.—The B.A. Examination of the Madras, Calcutta, or Bombay University.
Second Grade.—The F.A. do. do. do. or do. do.
Third Grade.—The Matriculation do. do. do. or do. do.
Fourth Grade.—The Middle School Examination, First Class.
Fifth Grade.—The Special Upper Primary Examination laid down in Schedule C.

24. The tests in the theory of school management for normal and ordinary certificates of the above grades are laid down in Schedule D.

25. Graduates of Universities in Europe, America and Australia, and holders of certificates granted by the Committee of Councils on Education in Great Britain, or by the Commissioners of National Education in Ireland, will be placed in such grades as in the judgment of the Director of Public Instruction their attainments and other qualifications may render appropriate, and will be entitled to the same grants as the holders of normal certificates.

26. Salary grants will be ordinarily given according to the following maximum scale :—

Grades.	Maximum Salary contemplated.	Grants to Holders of Normal Certificates.	Grants to Holders of Ordinary Certificates.	Grants to Masters who have passed the General Education Test.
	Rs.	Rs.	Rs. A. P.	Rs.
I	240	80	60 0 0	48
II	120	40	30 0 0	24
III	60	20	15 0 0	12
IV	30	10	7 8 0	6
V	15	5	3 12 0	3

27. In cases in which the managers of a college or school may be desirous of giving to a teacher of the first grade a higher salary than the maximum contemplated in the above scale, a proportionate grant may be assigned to him with the sanction of Government.

28. The nature of the work which a teacher is to do must be specified when a grant is applied for, and if it is proposed to permanently alter the character of that work, due previous intimation of the same must be given to the Inspector of the division. Usually grants will not be given or continued if a teacher is employed on work beyond his capacity. If, on the other hand, a teacher is employed on work below his capacity, he must expect to be paid according to his work, and not according to his qualifications. The following table shews the scale of salaries contemplated as suitable for the staff of a high school for boys complete in all its departments and the qualifications expected for these salaries:—

Class.	Qualifications expected.	Salaries contemplated.	
		From	To
		Rs.	Rs.
High School.			
Sixth or Matriculation	B.A.	150	240
Fifth or Preparatory Matriculation	B.A. or F.A.	80	120
Middle School.			
Upper Fourth	B.A. or F.A.	60	80
Lower Fourth	B.A., F A., or Matriculate	40	60
Third	F.A. or Matriculate	30	40
Upper Primary.			
Second	Matriculate or 4th Grade	20	30
Lower Primary.			
First	Matriculate or 4th Grade	15	20
Preparatory B (Vernacular)	4th or 5th Grade	10	15
Do. A (do.)	5th Grade	7	10
Writing Master	Matriculate or 4th Grade	15	30
Pundit	Matriculate, 4th, or 5th Grade	15	30

29. With the sanction of Government, masters employed in—

(*a*) Poor schools, especially schools for poor Europeans and East Indians.

(*b*) Muhammadan schools,

may, if they have passed the general education test, receive half salary grants; or if they have not passed this test, but are approved by the Inspector, one-third salary grants.

30. In other peculiar cases, when a qualified master cannot be procured, a salary grant of one-third may, with the sanction of Government, be assigned to a master approved by the Inspector.

31. A pundit who has passed the general education test for the fifth grade may receive the salary grant of a master of the fourth grade, if he is employed in teaching students of the First Arts class, and the salary grant of a master of the third grade, if he is employed in teaching students preparing for the B.A. degree.

32. A Master of Arts of the Madras University who has passed in the third or fourth branch (physical science or biology) may receive a half salary grant of rupees 50 in addition to such other salary grant as he may be entitled to on condition of his teaching one or more of the subjects prescribed for these branches for not less than two hours in the college or school in which he is employed.

33. A Bachelor of Arts of the Madras University who has passed in physical science as his optional subject may receive a half salary grant of rupees 25 on similar conditions.

34. A half salary grant of rupees 10 may be assigned on similar conditions, to any teacher of physical science who—

(*a*) has passed the preliminary scientific examination prescribed for the M.B. and C.M. examination of the Madras University;

(*b*) has attended a course of lectures on chemistry or botany in the Madras Medical College, and has received a certificate stating that he is qualified to teach the elements of the subject;

(*c*) has attended a course of lectures on one of the subjects prescribed for the physical science branch of the B.A. degree in any affiliated college provided with the requisite means of teaching the subject, and has received a certificate stating that he is qualified to teach the elements of the subject.

35. A master who has undergone a full course of training in the school of agriculture and has received a certificate of qualification as an agriculturist may receive a half salary grant of rupees 25 on similar conditions.

36. A master who has attended a course of lectures in the school of agriculture, has undergone a partial training in practical agriculture, and has received a certificate stating that he is qualified to teach the elements of the subject, may receive an additional half salary grant of rupees 10 on similar conditions.

37. A master who has gone through the full course of the Madras School of Industrial Arts and has received an Art Master's certificate may receive a half salary grant of rupees 25 on similar conditions.

38. A master who has gone through a regular course of instruction in the Madras school of industrial arts and has received a certificate of the third stage, second degree, may receive an additional half salary grant of rupees 10 on similar conditions.

39. The extra grants laid down in paragraphs 32, 33, 34, 35, 36, 37 and 38, may also, with the sanction of Government, be assigned on similar conditions to any qualified teacher of physical science, agriculture, or drawing, who can produce a diploma or certificate, equivalent in value to those above specified.

40. The certificates awarded to schoolmistresses will be of three grades. The general education tests for these grades are as shown below :—

First Grade.—The matriculation examination of the Madras, Calcutta, or Bombay University, or the higher examination laid down in Schedule A.

Second Grade.—The middle school examination, 1st class, with the test in needle-work laid down in Schedule B.

Third Grade.—The special upper primary examination laid down in Schedule C.

41. The tests in the theory of School management for normal and ordinary certificates of the above grades are laid down in Schedule D.

42. Schoolmistresses holding certificates from the Committee of Council on Education in Great Britain or the Commissioners of National Education in Ireland will be placed in the first grade.

43. Salary grants will be ordinarily given according to the following maximum scale :—

Grade.	Maximum Salary contemplated.	Grants to Holders of Normal and Ordinary Certificates.	Grants to Mistresses who have passed the General Education Test.
	Rs.	Rs.	Rs.
I	120	60	40
II	60	30	20
III	30	15	10

44. In cases in which the manager of a school may be desirous of giving to a teacher of the first grade a higher salary than the maximum contemplated by the above scale, a proportionate grant may be assigned to her with the sanction of Government

45. The rule laid down in paragraph 28 applies also, *mutatis mutandis*, to applications for grants for schoolmistresses. The following table shows the scale of salaries contemplated as suitable for the staff of a high school for girls, complete in all its departments, and the qualifications expected for these salaries :—

Class.	Qualifications expected.	Salaries contemplated.	
		From	To
High School.		Rs.	Rs.
Sixth or Matriculation	Certificate of Great Britain or Ireland, Matriculate or 1st Grade.	100	120
Fifth or Preparatory Matriculation	Do. do.	80	100
Middle School.			
Upper Fourth	Do. do.	60	80
Lower Fourth	1st or 2nd Grade	40	60
Third	Do. do.	30	40
Upper Primary.			
Second	2nd or 3rd Grade	20	30
Lower Primary.			
First	2nd or 3rd Grade	15	20
Preparatory B	3rd Grade	10	15
Do. A	Do.	7	10
Writing Mistress	2nd or 3rd Grade	15	30
Pundit (if a man)	4th or 5th Grade	15	30
Sewing Mistress	2nd or 3rd Grade	15	30

46. *With the sanction of Government mistresses employed in poor schools, especially schools for the European and Eurasian poor, and in schools for Muhammadans, may, if they have passed the General Education Test, receive half salary grants, and in the case of all schools for girls, when a qualified mistress cannot be procured, a mistress approved by the Inspector of the Division, or, in the case of the Town of Madras, by the Inspectress of Girls' Schools, may receive a grant of one-third salary.*

46. (*a*). *In special cases, when a qualified Sewing Mistress cannot be procured, a salary-grant of one-fourth may be assigned by the Director to a tailor approved by the Inspector.*

47. The additional salary grants laid down for male teachers of physical science and drawing will be also given to female teachers on similar conditions.

48. Applications for grants in aid of the salaries of Instructors in Industrial Schools and Gymnasia will be disposed of by Government, each case being determined as far as possible by the analogy of the rules relating to salary grants.

III.—THE RESULTS GRANT SYSTEM.

(*a.*) Selection of Schools.

49. Every manager who desires to have his school examined for a grant under the results system, shall forward before the 31st December an application in the subjoined Form E to the president of the local fund board or municipality in which the school is situated. In Madras, the managers of schools other than poor schools shall forward their applications to the Director of Public Instruction before the above-mentioned date, and managers of poor schools only shall forward their applications to the President of the Madras Municipality before the 30th September.

50. Every such application shall be referred to the Deputy Inspector, who shall, as soon as possible after the 1st January, embody the substance of all the applications referred to him in a tabular statement, and shall submit the same to the Inspector of the Division with a covering letter, in which he shall briefly state any facts which he may consider it desirable to communicate regarding the respective claims to aid of the several schools applying for grants, and shall also name the date on which he proposes to examine each school. In the Madras Municipality the Deputy Inspector shall submit the tabular statement and letter relating to poor schools as soon as possible after the 1st October.

51. A copy of this letter and list shall be furnished by the Inspector of the Division with his own opinion to the local fund board or municipality, who shall determine what schools shall be eligible for results grants payable from local or municipal funds during the ensuing official year. A list of such schools and of the dates fixed for their examination shall be published in the District Gazette before the 31st March, and no other schools shall be examined for results grants payable from local or municipal funds without special orders from the president. In the Madras Municipality the list of poor schools and of the dates fixed for their examination shall be published in the *Fort St. George Gazette* before the 31st December.

52. Such portions of the list and reports as relate to schools applying for results grants payable from provincial funds shall be forwarded by the president of the local fund board or municipality with his own opinion to the Director of Public Instruction, who shall decide what schools shall be eligible for results grants payable from provincial funds during the ensuing official year and under what standards, such schools shall be examined. The names of such schools, the dates fixed for their examination, and the standards under which they are to be examined, shall be published by the president of the local fund board or municipality in the District Gazette, and no other schools shall be examined for results grants payable from provincial funds without special orders from the Director of Public Instruction.

53. In the selection of schools to be aided, the amount of funds available and the educational wants of the special neighbourhood and of the circle or municipality itself will be taken into consideration.

54. An appeal shall lie to Government from any order passed by the president of a local fund board or municipality, or by the Director of Public Instruction, refusing to declare a school eligible for results grants. The omission from the published list of any school for which an application (E) has been submitted within the prescribed time, shall be deemed equivalent to an order of refusal.

(*b.*) Conditions of Aid.

55. No school shall be deemed eligible for a results grant if it contains classes *above the sixth class of Government school.*

56. A school receiving aid under the salary-grant system cannot claim assistance in the same official year under the payment-for-results system, and similarly a result school cannot be aided under the salary-grant system.

57. A school cannot receive aid under the salary-grant system for one portion of the school and under the result-grant system for another.

58. Amongst schools otherwise equally eligible a preference will be given to those in which school fees are levied and trustworthy returns of such fees are submitted.

59. All schools receiving aid under the system of payment for results shall furnish such returns and statements as may from time to time be prescribed.

60. Regular registers of admissions, attendance, and fee collections shall be kept and shall be submitted for inspection when demanded.

61. The attendance registers must be marked every time that the school meets.

62. The village or house-name of the pupils must be written in full in all the registers, and when there are two pupils of the same name, the father's name must be added. No entries are to be made in pencil, to be inked over afterwards. There must be no blanks or erasures. If any error has been made, it must be corrected by a foot-note. And in every case the register produced must be the original register, and not a fair copy.

63. Every register must have the pages numbered before any entries are made in it.

(*c.*) Examinations.

64. A school shall be examined for a results grant once a year. (*a*)

(*a*) The right Honorable the Governor in Council hereby notifies that the following Article has been substituted for Article 64 of the Grant-in-Aid Code, to have effect from the 1st January 1883 next:—"A school shall be examined for a results grant once a year, as far as practicable, at intervals of twelve months. The grant being for the work of a school year, which, as a rule, begins to run from the date from which a school is recommended by the Inspector for admission to examination under Article 51, or, in case of a school already on the list, from the date of the last annual examination for grant. The annual grant is the aggregate sum of individual grants passed to pupils by the examining officer according to the scale fixed in Article 76 for the school year, but if the examination be held after the lapse of a period greater or less than a year, then the total grant shall, except when otherwise ordered by the Director, be increased or diminished by one-twelfth for each month more or less than a year."—*Fort St. George Gazette, Sept. 26, 1882.*

65. Local fund boards and municipal boards are invited to depute one or more members to be present at such examination. In villages the head of the village and other local village officials are invited in like manner to attend, and should be present at such examination.

66. The subjects of examination under the several standards are specified in Schedule F. English-speaking children may bring up the English language as their Vernacular and one of the Vernaculars of this Presidency as an extra language. Mussulman children are permitted to bring up Hindustani as their Vernacular with a Hindu language or Persian or English as their extra language, or a Hindu language as their Vernacular with Hindustani, Persian, or English as their extra language.

67. In the third and fourth standards the choice is given of certain alternative subjects. In the third standard history may be substituted for English or the extra language. In the fourth standard any two of the three following subjects, *viz.*, history, hygiene, and agriculture, may be substituted for English or the extra language in boys' schools. In girls' schools only history and hygiene may be so substituted.

68. To be eligible for examination a pupil must have attended the school for at least ninety days [*or in the Nilgiri District and the Wynaad Taluk of the Malabar District seventy-five days*] during the six working months preceding the examination. Attendance for not less three hours will suffice to allow a day to count.

69. Only such pupils as have been actually studying within the standards throughout the six working months preceding the inspection shall be eligible for examination.

70. A pupil presented under the first or second standard will not receive any grant unless he or she passes in at least two of heads 1, 2, or 3 of the standard. A pupil presented under the third or fourth standard will not receive any grant unless he or she passes in at least three heads, two of which must bell, 2, or 3. Under the fifth and sixth standards, in each of which there are four heads, a grant may be given even if a pupil passes only in one head.

71. A pupil is not to be presented for examination under the first, second, third, or fourth standard if he has already received a grant for that standard. Under the fifth and sixth standards he may be presented again as often as may be necessary, provided he remains in the same class, but no second grant will be given for the head or heads under which he has already passed.

72. To pass in any head of the first, second, third, fourth, fifth, or sixth standard a pupil must secure one-half the marks assigned to that head. Forty per cent. may, however, be accepted if the deficiency under one head is compensated by an equivalent proficiency under another.

73. When it is evident that some of the results attained at examination are due to some other school in the town or village, no grant shall be passed for those results, and the ground on which it is proposed to withhold it shall be reported for approval to the president of the local fund board or municipality, if the grant is one payable from local or municipal funds, or to the Inspector of the Division, if the grant is one payable from provincial funds.

74. Any falsification of the registers, any misrepresentation regarding the fees and attendance, any deception in the presentation of pupils, and any other fraud or irregularity, shall be similarly reported after the completion of the examination, and the countersigning officer will have the power to withhold the grant in such cases and to take any ulterior measures which the occasion may appear to him to demand.

75. As soon as possible after the conclusion of the examination the inspecting officer shall furnish the manager with a statement giving the names of the pupils passed, the standards under which they were examined, and the marks which they obtained under each head.

(d.) RESULTS GRANTS.

76. The maximum scale of grants claimable under these rules in primary and middle schools is shown below. Rates less than maximum rates may be given to any school when a smaller proportion of aid is evidently sufficient:—

A.—Primary Schools.

Standards.	Vernacular.						Alternative Subjects.						Total.	Extra Subject for Girls.
							English or Extra Language.			Vernacular.				
	1	2	3	4	5	6	7	8	9	10	11	12		13
	Reading.	Writing.	Arithmetic.	Poetry.	Grammar.	Geography.	Reading.	Writing.	Grammar.	History.	Hygiene.	Agriculture.		Needle-work.
	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.
I .	1 0	0 8	1 6	...	...	...	...	...	...	...	...	...	2 8	1 0
II .	1 0	1 0	1 8	0 8	...	...	...	...	...	...	...	...	4 0	1 8
III .	1 4	1 0	2 0	0 12	1 0	0 8	2 0	1 0	...	3 0	...	...	9 8	2 0
IV .	2 0	1 0	3 0	1 0	1 8	1 8	3 0	1 8	1 8	3 0	3 0	3 0	16 0	3 0 (Lr. test). 4 0 (Hr. test).

B.—Middle Schools.

Standards.	I. Vernacular.	II. English.	III. Mathematics.	IV. Geography and History.	Total.	Remarks.
	Rs. A.	Rs. A.	Rs. A.	Rs. A.	Rs. A.	
V . .	4 0	6 8	3 8	4 0	18 0	
VI . .	4 0	7 0	5 0	4 0	20 0	
VII . .	...	...	...	...	25 0	The Middle School Examination.

77. The grants for girls under heads 1 to 11 in primary schools and in heads 1 to 4 in middle schools will be 75 per cent. higher than those named in the scale.

78. All prospective reductions in the scale of grants, whether general or affecting particular schools, shall be notified in the District Gazette when the list of schools to be aided is published.

79. *The inspecting officer will, immediately after the examination of a school, furnish the manager with a certifying memorandum, or, if the school claims grants from district funds, with two certifying memoranda, showing the number of pupils examined and passed under each standard and the grant claimable in consequence either at the maximum rates or at the reduced rates noted in the* Fort St. George or District Gazette. *The certifying memorandum will be printed in book form with a counterfoil containing an abstract of the details given in the memorandum, the pages being marked serially. The responsibility for the supply of forms for schools aided from local or municipal funds will rest with the boards concerned, but in the case of schools aided from provincial funds with the Director of Public Instruction.*

80. *If the grant is payable from local or municipal funds the certifying memorandum duly endorsed by the manager will be submitted immediately by the manager to the president of the local fund board or municipality for payment, or to such officer as he may authorize to act on his behalf. In the case of delay on the part of a manager to present the memorandum for payment, the board concerned may inflict a fine, and should the delay exceed three months may withhold payment altogether.*

81. *If the grant is payable from provincial funds, the certifying memorandum duly endorsed by the manager shall be submitted to the Inspector of the Division, on whose countersignature the grant therein specified shall be paid by the officer in charge of the Huzur or Taluk Treasury as the Accountant-General may direct. In case of undue delay on the part of a manager in forwarding the memorandum to the Inspector, that officer, before countersigning it, shall refer the matter for the orders of the Director, who may inflict a fine or, should the delay exceed three months, withhold payment altogether.*

82. All results grants earned by boys under the first, second, and third standards shall be payable from local and municipal funds. All other results grants shall be payable from provincial funds. In the Madras Municipality all results grants earned by boys or girls in poor schools under the first, second, and third standards shall be payable from municipal funds; and all grants earned by such boys or girls under the fourth standard shall be payable from provincial funds. All results grants earned in the Madras Municipality in schools which are not poor schools shall be payable from provincial funds.

83. If, owing to any miscalculation, the fund available for the payment of results grants runs short of the amount required, all unpaid claims due for the past year shall be discharged before any sums are paid for grants earned during the current year.

IV.—NORMAL SCHOLARSHIPS.

84. Half grants will be given according to the following maximum scale on account of scholarships to normal students in well-organized normal schools:—

Grade for which preparing.	Male Students.		Female Students.	
	Maximum Stipend contemplated.	Grants.	Maximum Stipend contemplated.	Grants.
	Rs. A.	Rs. A.	Rs.	Rs. A.
I	15 0	7 8	12	6 0
II	12 8	6 4	9	4 8
III	10 0	5 0	6	3 0
IV	7 0	3 8	...	...
V	5 0	2 8	...	...

85. In the case of students who are being taught as well as being trained, a grant for a scholarship will be tenable in each grade for two years. In the case of students who have passed the general education test of the grade, and are only being trained, a grant for a scholarship will be tenable for one year.

V. SCHOOL BUILDINGS.

86. Grants will be made towards the erection, purchase, or enlargement of a school building on the following conditions:—

1st.—That in each case the managers of the school shall contribute double the amount of the grant.

2nd.—That satisfactory evidence shall be adduced of the necessity for the erection, purchase, or enlargement, in aid of which the grant is sought.

3rd.—That the amount applied for shall not exceed what may be considered reasonable, taking into account the budget provision for the year, the importance of the school, and any previous grants which may have been issued to the managers of the institution.

4th.—That the application, which should be submitted before the commencement of the undertaking, shall be accompanied by a plan and estimate of the cost of the building proposed to be erected, purchased, or enlarged. The plan and estimate will be retained in the Director's office.

5th.—That previous to the disbursement of the grant it shall be certified by the District Engineer, or other responsible officer who may have been deputed to examine the building, that the work has been proceeded with as provided for in the plan and estimate previously sanctioned. Also that before disbursement the managers of the school shall declare that they have funds on hand sufficient, when supplemented by the grant, to clear off all the debts incurred in the execution of the work.

6th.—That in the event of any building, towards the erection, purchase, or enlargement of which a grant may have been made by Government, being diverted prior to the lapse of twenty years from the date of the issue of the grant to other than educational purposes, the managers at the time of the diversion shall refund to Government such portion of the grant allowed them as shall be determined by arbitrators, who, in making their award, shall take into consideration the length of time the building has been used as a school-house, and its consequent deterioration; but in the event of such managers failing to make such refund, then they shall sell the building to Government at a valuation to be determined by arbitrators, who, in making their award, shall deduct from the price such portion of the grant as may seem equitable, regard being had to the length of time the building has been used as a school-house, and its consequent deterioration.

7th.—That the arbitrators referred to in the last preceding rule shall be three in number, one of whom shall be nominated by Government, another by the managers of the school, and the third by the two arbitrators so appointed; and in case of the arbitrators differing in opinion, the award of the majority shall be binding and conclusive on all parties.

87. Building grants on account of schools are not intended to provide house accommodation for teachers or pupils.

88. Grants are not given to pay off debts for building, nor in consideration of former expenditure for building, nor for the maintenance of buildings.

89. When a school is held in a building not owned by the managers, and for which rent is paid, a grant may be given not exceeding one-third of such rent.

90. Building grants not exceeding Rupees 1,000 may be sanctioned by the Director of Public Instruction.

VI.—SCHOOL FURNITURE, MAPS, SCHOOL LIBRARIES, APPARATUS, DIAGRAMS, EXAMPLES AND TOOLS.

91. No grants will be given for the payment of school servants, contingent charges, and prizes, but grants will be issued once to any college or school for the purchase of school furniture, special apparatus, diagrams, and examples, required for the instruction of pupils in science or art.

92. Grants for special apparatus will be confined to articles of a non-destructible nature. Hence no aid will be afforded in the purchase of breakable articles, such as glass retorts, test-tubes, &c., nor indeed generally in the purchase of articles to be used by the student, as distinguished from those of a permanent and illustrative character, which are required by the teacher in giving instruction in science or art.

93. Grants may be given once in five years on account of maps, and at such intervals as the Director of Public Instruction may consider expedient on account of school libraries.

94. All applications for these grants must be accompanied by a priced list of the furniture, apparatus, maps, books, diagrams, and examples which it is proposed to purchase. In the event of the grant being sanctioned, half the cost of the articles will be paid on the Director of Public Instruction being satisfied that they have been provided. No grants will be allowed for any school benches made without backs.

95. In the event of the college or school being closed within five years from the date on which the grant may have been made, the Government shall be at liberty to purchase the furniture, maps, books, apparatus, diagrams, and examples, towards the supply of which the grant was given, at a valuation to be determined, as in the case of school buildings, by arbitrators, credit being taken in each case for depreciation due to wear and tear.

96. Grants may be given on similar conditions for the purchase of tools in Industrial Schools and in other schools which have an Industrial Department, with the exception that the restriction in Rule 92 will not apply to these grants.

97. Grants may be given on similar conditions for the purchase of gymnastic apparatus.

98. Grants for school furniture, maps, books, apparatus, diagrams, examples, tools, and gymnastic apparatus not exceeding Rupees 200 may be sanctioned by the Director of Public Instruction.

99. *Grants not exceeding Rupees 200 for class-books for the use of children in poor schools may be sanctioned by the Director of Public Instruction at such intervals as he may deem expedient, on condition that the books remain the property of the schools concerned and are used by children during the school-hours only.*

A.

THE HIGHER EXAMINATION (FOR WOMEN).

I.—Compulsory Subjects.

A.—English—(Maximum 150 marks, minimum 50 in the case of Europeans and Eurasians, and 30 in the case of Natives.)

(a.) Dictation—A passage from a book equal in difficulty to the matriculation prose text-book. (20 marks.)

(b.) Questions on the prose and poetry appointed for the ensuing matriculation examination. (50 marks.)

(c.) Questions on the language generally. (30 marks.)

(d.) *a* Translating into the vernacular one or more passages from a book not previously studied, equal in difficulty to Lethbridge's Easy Selections. (20 marks.)

Or if the candidate knows no vernacular, paraphrasing one or more passages of poetry not previously studied equal in difficulty to Gay's Fables. (20 marks.)

(e.) *a* Translating into English one or more passages from the vernacular. (30 marks.)

Or if the candidate knows no vernacular, composition, such as a description of a place, an account of some useful, natural or artificial product, or the like. (30 marks.)

B.—Vernacular Language—(Maximum 150 marks, minimum 30 in the case of Europeans and Eurasians, 50 in the case of Natives.)

(a.) Dictation—A passage from a book equal in difficulty to the matriculation prose text-book. (20 marks.)

(b.) Questions on the prose and poetry appointed for the matriculation examination. (55 marks.)

(c.) Questions on the grammar, structure, and idiom of the language. (40 marks.)

(d.) Original composition of the matriculation standard. (35 marks.)

C—Arithmetic—(Maximum 90 marks, minimum 30.)

The first four simple and compound rules, reduction, vulgar and decimal fractions, simple and compound proportion, practice, extraction of the square root, interest.

D.—Geography and Indian History.

(a.) General geography, and the geography of India in particular. (Maximum 60 marks, minimum 20.)

(b.) The History of India from 1817 to 1858. (Maximum 50 marks, minimum 17.)

II.—Optional Subjects.

E.—Mathematics—(Maximum 80 marks, minimum 20).

Euclid.—The first two books with easy deductions.

Algebra.—Addition, subtraction, multiplication, division, involution and evolution of algebraical quantities, and simple equations with easy deductions.

F.—Physics—(Maximum 80 marks, minimum 20).

Balfour Stewart's Physics (Macmillan's Science Primers), first 67 paragraphs, or any similar book.

G.—(Chemistry—Maximum 80 marks, minimum 20).

Roscoe's Chemistry (Macmillan's Science Primers), or any similar book.

H.—Botany—(Maximum 80 marks, minimum 20).

Hooker's Botany (Macmillan's Science Primers), with the exception of Sections XIX and XXV, or any similar book.

I.—Geology—(Maximum 80 marks, minimum 20).

Geikie's Geology (Macmillan's Science Primers), or any similar book.

J.—Astronomy—(Maximum 80 marks, minimum 20).

Lockyer's Astronomy (Macmillan's Science Primers), or any similar book.

K.—English History—(Maximum 80 marks, minimum 20).

The leading facts of the History of England to the year 1858.

L.—History of English Literature—(Maximum 80 marks, minimum 20).

Brooke's English Literature (Macmillan's Literature Primers), or any similar book.

a In the case of European and Eurasian candidates translation into the vernacular will carry 30 marks from 20 *and* vice versâ *with native candidates.*

M.—Needle-work—(Maximum 80 marks, minimum 27).

Cutting out and working on fine cloth a finely-made European shirt, a native man's jacket, or a native woman's jacket and petticoat finely made—such portion as can be completed within the time available.

(*a.*) To obtain a certificate a candidate must pass in all the compulsory and two of the optional subjects. Candidates coming up for an imperfect certificate under Rule 22 will be required to pass the same examination with the exception of the omission of one language.

(*b.*) Marks will be deducted for bad writing and spelling in every subject.

(*c.*) The answers in the non-language subjects must be in English, except in the case of candidates who do not bring up English.

N.B.—To entitle a candidate to a first class, one-half of the total aggregate marks assigned to the subjects in which she appears must be obtained, to a second class one-third.

B.

THE MIDDLE SCHOOL EXAMINATION.

(*a.*) Male and female candidates, who obtain a first class in the middle school examination, but pass in one language only, fall under Rule 22. Such candidates can receive only imperfect certificates and the reduced grants attached to such certificates.

(*b.*) Female candidates must pass the following test in needle-work:—

Gathering, back-stitching, working button holes and darning calico, generally such work as is on the sleeve of a somewhat coarse shirt, or a native man's jacket.

C.

THE SPECIAL UPPER PRIMARY EXAMINATION.

I.—Compulsory Subjects.

A.—English-speaking Candidates.

English—(Maximum 120 marks, minimum 40.)

(*a.*) Dictation—A passage from a book equal in difficulty to Chambers' Moral Class Book. (20 marks.)

(*b.*) Composition—A letter on some easy subject. (25 marks.)

(*c.*) Grammar, as contained in any approved elementary grammar. (30 marks.)

(*d.*) Poetry—Explanation of one or more passages from Selections in Poetry No. I, or such book as may from time to time be named by the Director of Public Instruction. (45 marks.)

B.—Vernacular-speaking Candidates.

Vernacular—(Maximum 120 marks, minimum 40.)

(*a.*)—Dictation—A passage from a book equal in difficulty to the Third Book of Lessons, Public Instruction Press. (20 marks.)

(*b.*) Composition—A letter on some easy subject. (25 marks.)

(*c.*) Grammar, as contained in the elementary grammars used in the first and second classes of a Government school, or any others of equal difficulty. (30 marks.)

(*d.*) Text-book—Explanation of one or more passages from the following books (45 marks):—

Tamil—Poetical Anthology, No. I.
Telugu— Do. do. No. I.
Malayalum—Panchatantram, Part I.
Canarese—First Book of Canarese Poetry.
Uriya—Hitopodesh, Part I.
Hindustani—Urdu Poetical Reader (Majmuah Sakhun). Part I, pages 1—30.
Persian—Gulistan, Book I, expurgated edition, or such books as may from time to time be named by the Director of Public Instruction.

C.—Arithmetic—(Maximum 80 marks, minimum 26.)

Four simple and compound rules, reduction, and vulgar fractions.

(English figures must be used, and the candidate must be acquainted with the principal Indian weights and measures.)

D.—Geography—(Maximum 60 marks, minimum 20, including Map-drawing.)

(*a.*) The elements of general geography as given in any approved Geographical Primer.

(*b.*) The geography of the Madras Presidency as given in the 'Short account' of the Madras School Book Society.

II.—Alternative Subjects.

E.—History—(Maximum 60 marks, minimum 15.)

The leading facts of the History of India to the fall of Seringapatam.

F.—Hygiene—(Maximum 60 marks, minimum 15.)

An elementary knowledge of the laws of health as contained in Dr. Dhanakoti Raju's Elements of Hygiene, First Lessons in Health by J. Berners; Personal Care of Health by Dr. Parkes, or any similar book.

G.—Agriculture (for male candidates)—(Maximum 60 marks, minimum 15.)

The elements of Indian agriculture as contained in Robertson's Agricultural Class Book or any other approved book.

H.—Needle-work (for female candidates)—(Maximum 60 marks, minimum 20.)

Hemming, top-sewing, and felling on fine cloth.

(*a.*) To obtain a certificate a candidate must pass in three compulsory and two optional subjects. Only one language can be brought up for this examination.

(*b.*) Marks will be deducted for bad writing and spelling in every subject.

(*c.*) The answers in the non-language subjects must be in the language brought up by the candidate unless the language is Persian, in which case the answers may be in Hindustani.

N.B.—To entitle a candidate to a first class, one-half of the total aggregate marks assigned to the subjects in which he or she appears must be obtained, to a second class one-third.

D.

SCHOOL MANAGEMENT.

First, Second, and Third Grade Schoolmasters and First Grade Schoolmistresses—

(*a.*) To answer questions on the best methods of teaching English and Vernacular reading, spelling, grammar, composition, translation, writing, arithmetic, geography, and history in a high school.

(*b.*) To answer questions in the art of oral teaching generally.

(*c.*) To answer questions on the form of school registers, the mode of keeping them, making returns from them, and regarding the correct forms of official correspondence.

(*d.*) To write notes of a lesson on a given subject.

(*e.*) To answer questions on the organization of a high school.

(*f.*) To answer questions connected with moral discipline, as affecting the character and conduct of the pupils of a high school.

Fourth Grade Schoolmasters and Second Grade Schoolmistresses—

(*a.*) To answer questions on the best methods of teaching, reading, spelling, grammar, writing, arithmetic, geography, and history in a middle school.

(*b.*) To answer questions on the art of oral teaching generally.

(*c.*) To answer questions on the form of school registers, the mode of keeping them, and making returns from them.

(*d.*) To write notes of a lesson on a given subject.

(*e.*) To answer questions on the organization of a middle school.

E.

FORM OF APPLICATION.

1			2	3	4	5	6	7	8	9
Locality.										
Circle or Municipality.	Taluk.	Town or Village.	Description of School.	Responsible Manager.	Names of Master and Nature of Examinations passed by them.	Average Number of Pupils during the last three months.	Average Expenditure during the last three months.	Rates of Fees levied in each Class and Average Monthly Fee Collections during the last three months.	Probable Number of Pupils that will be presented for Examination under each head of each Standard, and Languages in which they will be presented.	Remarks.

I, the responsible Manager of the above school, promise to comply with all the provisions of the Grant-in-Aid Rules in case of my receiving a grant according to the system of payment for results.

Date *Signature of Manager.*

F.

EXAMINATIONS UNDER THE RESULTS SYSTEMS.

Standards of Examinations.

Maximum of Marks.	Heads.	Tests.
		First (Lowest) Standard.
8	1st Head (Reading) . .	(*a*) To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the first part of the First Book of Lessons.
8	.....	(*b*) To answer very simple questions on the meaning and subject-matter of the first part of the First Book of Lessons, or of an equivalent portion, previously prepared in any approved book of equal difficulty. Manuscript or cadjan books may be brought up instead of printed books.
16		
4	2nd Head (Writing) . .	(*a*) To transcribe in large hand on a slate, board, or cadjan a short sentence from the reading book in use.
4	.....	(*b*) To write from dictation short words out of the reading book in use.
8		
16	3rd Head (Arithmetic) .	Notation and Numeration to four places of figures, Multiplication table to 4 times 16. Simple addition of numbers of four figures in five lines. English figures must be used in this as well as in the higher standards.
		Extra Subject for Girls.
16	13th Head (Needle-work) .	Hemming on calico or coarse cloth.
		Second Standard.
6	1st Head (Reading) . .	(*a*) To read correctly a few lines from any approved book, not previously studied, equal in difficulty to the second part of the First Book of Lessons.
10	.....	(*b*) To answer simple questions on the meaning and subject-matter of the second part of the First Book of Lessons or of an equivalent portion, previously prepared, in any approved book of equal difficulty. Manuscript or cadjan books may be brought up instead of printed books.
16		
6	2nd Head (Writing) . .	(*a*) To transcribe in round hand on a slate, board, or cadjan a sentence from the reading book in use.
10	.....	(*b*) To write from dictation short sentences out of any book, not previously studied, equal in difficulty to the second part of the First Book of Lessons.
16		

Standards of Examination—continued.

Maximum of Marks.	Heads.	Tests.
24	3rd Head (Arithmetic) .	Notation and Numeration to seven places of figures. Multiplication table to 12 times 16. Four simple rules.
3	4th Head (Poetry) . .	(*a*) To recite a few lines of very easy poetry or moral aphorisms. Fifty lines to be brought up.
5	.....	(*b*) To answer simple questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
8		
		Extra Subject for Girls.
24	13th Head (Needle-work) .	Hemming, top-sewing, and felling on fine cloth.
		THIRD STANDARD.
		Vernacular.
6	1st Head (Reading) . .	(*a*) To read with ease and correctness a few lines from any approved book not previously studied, equal in difficulty to the Second Book of Lessons, and also from a plainly written manuscript.
14	.....	(*b*) To answer questions on the meaning and subject-matter of the lessons comprised in a portion, previously prepared of the Second Book of Lessons, or any approved reading book of equal difficulty. Sixty pages to be brought up.
20		
6	2nd Head (Writing) . .	(*a*) To transcribe in small hand on paper a sentence from the reading book in use.
10	.....	(*b*) To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Second Book of Lessons.
16		
32	3rd Head (Arithmetic) .	Easy questions in the compound rules and reduction, restricted to the Indian weight, measures, and money tables published by the Director of Public Instruction. Easy mental arithmetic restricted to the simple rules.
4	4th Head (Poetry) . .	(a) To recite a few lines of easy poetry or moral aphorisms. One hundred lines to be brought up, not including any brought up under the first or second standard.
8	.....	(*b*) To answer questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
12		
16	5th Head (Grammar) . .	To answer questions on etymology, as contained in any approved elementary grammar, with easy applications of the rules to the reading book.
8	6th Head (Geography) .	To point out on a map the districts, chief towns, and principal rivers and mountains of the Madras Presidency, and to have such a knowledge of the geography of the district in which the schools is situated as may be acquired from "A Short Account of the Madras Presidency" or any similar book.
		English.
12	7th Head (Reading) . .	(*a*) To read a few lines from any approved book, not previously studied, equal in difficulty to the First Book of Reading of the Madras School Book Society.
20	.....	(*b*) To construe a passage from the First Book of Reading or any approved book of equal length and difficulty previously prepared.
32		
8	8th Head (Writing) . .	(*a*) To submit a full copy-book in large hand, each page to be dated.
8	.....	(*b*) To write from dictation words from the English reading book in use.
16		
		Alternative Vernacular Subjects.
48	10th Head (History) . .	The leading facts of the History of India to the fall of Seringapatam in 1799, as contained in any approved Elementary History, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
		Extra Subject for Girls.
32	13th Head (Needle-work) .	Gathering, back-stitching, working button holes and darning on calico, generally such work as is on the sleeve of a somewhat coarse shirt or a native man's jacket.
		FOURTH STANDARD.
		Vernacular.
8	1st Head (Reading) . .	(*a*) To read with ease and correctness a few lines from any approved book, not previously studied, equal in difficulty to the Third Book of Lessons, and also from any ordinary manuscript.
24	.....	(*b*) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of the Third Book of Lessons, or any approved reading book of equal difficulty. Fifty pages to be brought up.
32		

Standards of Examination—continued.

Maximum of Marks.	Heads.	Tests.
4	2nd Head (Writing) . .	(*a.*) To transcribe in running hand on paper a sentence from the reading book in use.
12	.....	(*b.*) To write from dictation a passage out of any book, not previously studied, equal in difficulty to the Third Book of Lessons.
16		
48	3rd Head (Arithmetic) .	Miscellaneous questions in the compound rules and reduction, easy questions in vulgar fractions, mental arithmetic applied to bazar transactions. In Vernacular Schools the questions will bear exclusively on the Indian tables published by the Director of Public Instruction, including the native multiplication table of integers and fractions marked A, and the table used in native bazars marked B.
4	4th Head (Poetry) . .	(*a.*) To recite a few lines from any approved book of poetry or moral aphorisms equal in difficulty to the Poetical Anthology No. 1. Two hundred lines to be brought up not including any brought up under the previous standards.
12	.....	(*b.*) To answer questions on the meaning and subject-matter of the poetry or moral aphorisms brought up.
16		
24	5th Head (Grammar) .	To answer questions in any approved elementary grammar with parsing and application of the rules of the reading book.
24	6th Head (Geography) .	An elementary knowledge of the Geography of Asia, as contained in Duncan's Introduction to the Geography of the World, Part I, or any approved Geographical Primer.
		English.
12	7th Head (Reading) . .	(*a.*) To read a few lines from any approved book, not previously studied, equal in difficulty to the Second Book of Reading of the Madras School Book Society.
36	.....	(*b.*) To construe a passage from the Second Book of Reading, or any approved book of equal length and difficulty, previously prepared.
48		
8	8th Head (Writing) . .	(*a.*) To submit a full copy-book in round hand, each page to be signed and dated by the pupil.
16	.....	(*b.*) To write from dictation sentences from the English reading book in use.
24		
12	9th Head (Grammar) .	(*a.*) Simple questions on etymology with parsing and easy applications of the rules to the reading book.
12	.....	(*b.*) Oral translation of very easy sentences into English.
24		
		Alternative Vernacular Subjects.
48	10th Head (History) . .	The leading facts of History of India from the fall of Seringapatam in 1799 to the abolition of the East India Company's political power in 1858, as contained in any approved elementary history, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
48	11th Head (Hygiene) . .	W. E. Dhanakoti Raju's Elements of Hygiene or any approved book containing easy lessons on the preservation of health.
48	12th Head (Agriculture) .	Robertson's Agricultural Class-Book or any other approved book.
		Extra Subject for Girls.
		Higher Test.
64	13th Head (Needle-work) .	(*a.*) Cutting out and working on fine cloth a finely-made European shirt—such portion as can be completed within the time available.
		Or Lower Test.
48	.....	(*b.*) Cutting out and working on fine cloth a native man's jacket, or a native woman's jacket and petticoat, finely made—such portion as can be completed within the time available.
		FIFTH STANDARD.
6	1st Head (Vernacular) .	(*a.*) To read a few lines of poetry, not previously studied, equal in difficulty to the Anthology No. 1.
10	.....	(*b.*) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of the Brief Sketches of Europe, or any approved reading book of equal difficulty. Sixty pages to be brought up.
12	.....	(*c.*) To write from dictation a passage out of any prose book, not previously studied, somewhat more difficult than the Third Book of Lessons.
12	.....	(*d.*) To translate five lines from the portion prepared in the English Reading Book in use.

Standards of Examination—continued.

Maximum of Marks.	Heads.	Tests.
12	.....	(*e.*) To recite a few lines of poetry equal in difficulty to the Tamil Anthology No. II or the Telugu Nalacharitram, and to answer questions on the meaning and subject-matter. Three hundred lines to be brought up.
12	.....	(*f.*) To answer questions on any approved grammar equal in difficulty to pages 1—40 of Mahalingiah's Tamil Grammar, or pages 1—18 of Venkiah's Telugu Grammar.
64		
12	2nd Head (English) . .	(*a.*) To read a few lines from any approved book, not previously studied, equal in difficulty to the Third Madras Reader.
20	.....	(*b.*) To explain in the vernacular a passage from the Third Madras Reader, or any similar book, previously prepared. Fifty pages to be brought up.
8	.....	(*c.*) To exhibit a full copy-book in small hand, each page signed and dated by the pupil.
16	.....	(*d.*) To write from dictation five lines from the portion read of the reading book in use.
24	.....	(*e.*) To translate into English a fable or a portion of a fable from the Second Book of Lessons, or any similar book.
24	.....	(*f.*) *To answer questions on the Grammatical Primer, Christian Vernacular Education Society, pages 1—46, or any approved grammar of equal difficulty.*
104		
56	3rd Head (Arithmetic .	Simple and compound rules, reduction, vulgar and decimal fractions, *mental* arithmetic applied to bazar transactions.
32	4th Head (Geography and History).	(*a.*) The Geography of Europe as contained in the vernacular version of Duncan's Introduction to the Geography of the World, Part II, or any approved Geographical Primer.
32	.....	(*b.*) The leading facts of the History of India as contained in any approved Vernacular Text-book, with such a knowledge of General and Indian Geography as may be necessary for an intelligent study of the subject.
64		
		SIXTH STANDARD.
6	1st Head (Vernacular) .	(*a.*) To read a few lines of poetry, not previously studied, equal in difficulty to the Tamil Anthology No. II or the Telugu Nalacharitram.
10	.....	(*b.*) To answer questions on the meaning and subject-matter of the lessons comprised in a portion previously prepared of Brief Sketches of Europe or any approved reading book of equal difficulty. Seventy pages to be brought up, not including any brought up under the fifth standard.
12	.....	(*c.*) To write from dictation a passage from the Poetical Anthology No. I.
12	.....	(*d.*) To translate a passage from the portion prepared in the English Reading Book in use.
12	.....	(*e.*) To recite a few lines of poetry equal in difficulty to the Tamil Anthology No. II, or the Telugu Nalacharitram, and to answer questions on the meaning and subject-matter. Four hundred lines to be brought up.
12	.....	(*f.*) To answer questions on any approved grammar equal in difficulty to pages 41—70 of Mahalingiah's Tamil Grammar, or pages 19—36 of Venkiah's Telugu Grammar.
64		
12	2nd Head (English) . .	(*a.*) *To read a few lines from any book, not previously studied, equal in difficulty to Barrow's Fourth Reader, English series.*
24	.....	(*b.*) *To explain in the vernacular a passage from Barrow's Fourth Reader, English series, or any similar book previously prepared, and to answer questions in English on the subject-matter.*
12	.....	(*c.*) To exhibit specimens of writing in fair exercise books, each exercise to be signed and dated by the pupil.
16	.....	(*d.*) To write from dictation five lines from a book equal in difficulty to the reading book in use.
24	.....	(*e.*) To translate into English five lines from any book equal in difficulty to Brief Sketches of Europe.
24	.....	(*f.*) *To answer questions on the Manual of English Grammar, Christian Vernacular Education Society, pages 1—132, or any Grammar of equal difficulty.*
112		
48	3rd Head (Mathematics) .	(*a.*) Arithmetic—as for the fifth standard with the addition of Practice and Simple Proportion.
32	.....	(*b.*) Euclid, Book I, to the end of the 16th proposition.
80		
32	4th Head (Geography and History).	(*a.*) The Geography of Asia as contained in Clyde's Elementary Geography or any similar book.
32	.....	(*b.*) The History of India as contained in Chapters I—IX of Morris' History of India or any similar book.
64		
		SEVENTH STANDARD.
		The Middle School Examination.

II.—Middle School Examination.

An Examination styled the *Middle School Examination* shall be held annually at such stations as may be determined on from time to time, and shall be open to the following persons :—

I. All pupils [(*a*) boys, (*b*) girls] of the upper fourth class of government school or of a corresponding class in an aided or a private school recognized by the Director of Public Instruction, whose names were on the rolls on the 1st July preceding the examination, who were in attendance up to the date of application and who certify their intention of remaining in the school until the end of the calendar year. [No school may be recognized by the Director of Public Instruction which does not comply with the conditions of para. 3 of the Grant-in-Aid Code as regards management, which is not provided with an adequate staff of teachers, and a fairly suitable building and the necessary apparatus, and which cannot show an average attendance for six months preceding the examination of 20 pupils. In schools in Mofussil for poor European and Eurasian children the restriction regarding minimum attendance will not be enforced. No school which has not been recognized on or before the 1st July preceding the examination will be entitled to send up "*pupils*" in December of that year.]

II. All other persons [(*a*) males, (*b*) females] who, if not already in the government service or employed as teachers in an aided or recognized private school, are under the age of 25 years at the date of the examination.

The examination shall be conducted by the Commissioner for the U. C. S. Examinations, and shall commence on the 1st December, or should that day fall on a Sunday, on the 2nd December.

2. The fee in the case of all school pupils of the upper fourth class of a government school, or of a corresponding class in an aided or recognized private school shall be for boys rupees 3; for all female candidates rupees 2; and in the case of all other persons rupees 8. Any candidate whether a pupil or not, bringing up, if a male more than five branches, or if a female more than four branches, shall pay an extra fee of rupee *one*.

3. The scheme of examination will embrace the following branches :—

A. First (or Compulsory) Language.
B. Second (or Optional) Language.
C. Geography, Map-drawing, and Indian History.
D. Arithmetic.
E. Mathematics.
F. Introduction to Science.
G. Physical Geography.
H. Astronomy.
J. Botany.
K. Physiology.
L. English History.
M. Agriculture.
N. Political Economy.

4. Evey male candidate must be examined in five, and every female candidate in four branches, but no male candidate may appear in more than seven, and no female candidate in more than six branches. All male *pupils* as above defined must bring up Branches AI, B, C, D, and E, and all female pupils Branches A (I or II) C, and D. All male candidates not being *pupils* must be examined in Branches A I, C, and D; all female candidates not being pupils in Branches A (I or II), C, and D. The choice of other branches is left to the candidate, but candidates who are not pupils, shall specify in their applications for examination the branches, if any, which they propose to bring up as *extra* branches.

5. BRANCH A.

First (or Compulsory) Language.

I.—English, 180 Marks.

(*a*) *Hand-writing.*—Writing out rapidly in a good clear round hand a printed (or lithographed) paper; 20 marks.

Orthography.—Writing from dictation a passage from a book equal in difficulty to Bradshaw's Fifth Reader, Sections I—X; 20 marks

(*b*) *Grammar*, with special reference to the subjects treated in the C. V. E. Society's Manual of English Grammar, pages 69—176, or corresponding portions in any similar grammar; 30 marks.

Text-book.—Bradshaw's 5th Reader or any other class-book authorized for use in the upper fourth class, with especial reference to the following particulars :— 55 marks.

Explanation of words, passages, sentences, phrases, and idioms; framing simple sentences, to introduce correctly given words, phrases or idioms taken partly from the text-book and partly from books not previously studied of similar standard;

Brief sketch of the subject-matter of any lesson in the text-book;

Supplying ellipses.

(*c*) *Translation—For Candidates whose Vernacular is not English.*—(1). Translating into the candidate's vernacular one or more passages from a book equal in difficulty to Sections F—V of Bradshaw's Fifth Reader. (2). Translating Vernacular Narrative into English. 20 marks. 35 marks.

[Special permission will be granted to male pupils, ignorant of any language but English, to substitute another branch for Branch B, on the candidate's application for examination being supported by a recommendatory certificate from a Government Inspector of Schools, and bearing the countersignature of the Director of Public Instruction.]

(*d*) Candidates whose Vernacular is English will be required to bring up *Composition* in place of Translation, as follows :—

20 marks. (1) Writing a short letter on a given subject.

20 marks. (2) Writing in the candidate's own words a short description of a place, an account of some useful, natural, or artificial product, or the narrative of some recent event.

15 marks. (3) Paraphrasing a short passage of poetry not previously studied, equal in difficulty to Poetical Selections I—XII in Bradshaw's Fifth Reader.

II.—Tamil, Telugu, Malayalam, Kanarese, Uriya, and Hindustani, 180 Marks.

[*This section of Branch A is not open to male pupils as a rule,* but a special permission will be granted to male pupils ignorant of English to bring up this section, and also, if desired, another branch in place of Branch B on the candidate's application for examination being supported by a recommendatory certificate from a Government Inspector of Schools, and bearing the countersignature of the Director of Public Instruction. In the case of male candidates ignorant of English, special permission to bring up this section will be granted by the Commissioner if sufficient cause be shown.]

(*a*) *Hand-writing.*—Writing out in a good clear hand a given printed (or lithographed)
20 marks. paper ;

Orthography.—Writing from dictation a given passage equal in difficulty to a passage from
20 marks. Sections I—X of Bradshaw's Fifth Reader translated in a plain and simple style.

30 marks. (*b*) *Grammar.*—As prescribed for the upper fourth class ;

Text-book.—The following or such books as may from time to time be prescribed for the upper
55 marks. fourth class with special reference to these particulars :—

(1) Giving the meanings of words and the conjugate forms of words ;
(2) Framing sentences to introduce correctly given words, phrases, or idioms, taken partly from the text-books and partly from books of similar standard ;
(3) Supplying ellipses ;
(4) Giving the derivation of common words ;
(5) Explanation of passages, sentances, phrases, and idioms taken partly from the text-books and partly from books of similar standard ;
(6) Sketch of the subject-matter of any stanza.

Tamil.—Poetical Anthology, No. II.
Telugu.—Nala Charitram.
Malayalam.—Panchatantram, Parts I and II.
Kanarese—Minor Poetical Anthology published by the Basel Mission Press.
Uriya.—Ramayana, Sundra Kanda.
Hindustani.—Majmuah-i-Sakhun, Part II, pages 1—60.
Persian.—Gulistan (expurgated edition), Chapters II and III.

20 marks. (*c*) *Composition* :—(1) Writing a letter on a given subject.

20 marks. (2) Writing in the candidate's own words a short description of a place, an account of some useful, natural, or artificial product, or the narrative of some recent event.

15 marks. (3) Paraphrasing a short passage of poetry not previously studied, equal in difficulty to the text-book prescribed for the upper fourth class.

6. BRANCH B.

Second (or Optional) Language.

[In the case of candidates taking up both Branch A II and Branch B, the language brought up under Branch B must not be the same as that taken up under Branch A II.]

I.—Tamil, Telugu, Malayalam, Kanarese, Uriya, and Hindustani, 150 Marks.

(*a*) *Hand-writing.*—Writing out in a good clear hand a given printed (or lithographed)
15 marks. paper ;

(*b*) *Orthography.*—Writing from dictation a given passage equal in difficulty to a passage from
20 marks. Sections I—X of Bradshaw's Fifth Reader translated in a plain and simple style ;

30 marks. (*c*) *Grammar.*—As prescribed for the upper fourth class ;

(*d*) *Text-book.*—As prescribed for the upper fourth class. For the particulars required
50 marks. *see* A II.

15 marks. (*e*) *Composition* (*a*) Writing a short letter on a given subject.

(*b*) Writing in the candidate's own words a short description of a place, an account of some
20 marks. useful, natural, or artificial product, or the narrative of some recent event.

II.—Latin, 150 Marks.

35 marks. (*a*) *Grammar.*—As contained in the Public School Latin Primer or any similar book;

50 marks. (*b*) *Text-book.*—Such book as may from time to time be prescribed;

30 marks. (*c*) *Translation.*—Translation into English of a very simple piece of Latin Prose not previously studied;

35 marks. (*d*) Translation of easy sentences from English into Latin.

III.—Sanscrit, 150 Marks.

15 marks. (*a*) *Hand-writing.*—Writing out in a good clear hand a passage printed in the Devanágari character;

20 marks. (*b*) *Orthography.*—Writing from dictation in the Devanágari character;

35 marks. (*c*) *Grammar.*—The letters; Guna, Vriddhi; Visarga, &c.; declension of regular nouns; conjugation of verbs of the 1st, 4th, 6th, and 10th classes in the present (*Lat*), the Optative (*Vidhi Lin*), the Imperative (*Lot*), and Imperfect (*Lan*);

45 marks. (*d*) *Text-book.*—Such book as may from time to time be prescribed;

35 marks. (*e*) Translating easy sentences from English into Sanskrit.

IV.—Persian, 150 Marks.

15 marks. (*a*) *Hand-writing.*—Writing out in a good clear hand a manuscript (or lithographed) paper;

20 marks. (*b*) *Orthography.*—Writing from dictation;

35 marks. (*c*) *Grammar.*—As prescribed for the upper fourth class;

45 marks. (*d*) *Text-book.*—*Gulistan* (expurgated edition); Chapters II and III.

35 marks. (*e*) Translating easy sentences into Persian.

7. BRANCH C.

Geography and Indian History, 120 Marks.

25 marks. (*a*) The Geography of Asia and Europe as contained in Duncan's Geography of the World;

25 marks. (*b*) The outlines of the Geography of India as contained in Duncan's Geography of India, omitting small print;

20 marks. (*c*) Map-drawing;

50 marks. (*d*) The outlines of the History of India to the close of 1858.

8. BRANCH D.

Arithmetic, 110 Marks.

The Compound Rules, Reduction, Vulgar and Decimal Fractions, Practice, Simple and Compound Proportion,

(English figures must be used, and the candidate must be acquainted with the principal Indian weights and measures and the English tables of money, of Troy weight, of Avoirdupois weight, of Lineal, Square and Cubic Measures, and of Time.)

9. BRANCH E.

Mathematics, 90 Marks.

50 marks. (*a*) Euclid, Book I.

40 marks. (*b*) Algebra, to the end of Fractions.

(Symbols permitted by the Madras University may be used.)

10. BRANCH F.

Introduction to Science, 100 Marks.

Professor Huxley's Introductory Science Primer (Macmillan's Series).

11. BRANCH G.

Physical Geography, 100 Marks.

Geikie's Physical Geography (Macmillan's Science Primer Series).

12. BRANCH H.

ASTRONOMY, 100 MARKS.

J. Norman Lockyer's Astronomy (Macmillan's Science Primer Series).

13. BRANCH J.

BOTANY, 100 MARKS.

J. D. Hooker's Botany (Macmillan's Science Primer Series).

14. BRANCH K.

PHYSIOLOGY, 100 MARKS.

Foster's Physiology (Macmillan's Science Primer Series) or any similar book.

15. BRANCH L.

ENGLISH HISTORY, 100 MARKS.

The History of England to the accession of Henry VIII. Miss Edith Thompson's or any similar book.

16. BRANCH M.

AGRICULTURE, 100 MARKS.

Robertson's Agricultural class-book.

17. BRANCH N.

POLITICAL ECONOMY, 100 MARKS.

[The text-book will be notified hereafter.]

17. The Examination will be conducted in the order of time and subjects shown below :—

Day.	Hour.	Subject.
First	10 — 12½	Grammar and Text-book (First or Compulsory Language), Branch A I or II.
Do.	12½ — 1	Hand-writing (First or Compulsory Language), Branch A I or II.
Do.	2 — 2¼	Dictation (First or Compulsory Language), Branch A I or II.
Do.	2¾ — 4¾	Arithmetic, Branch D.
Second	10 — 12	Grammar and Text-book and Composition, Branch B I. Grammar and Text-book, Branch B II. Grammar, Text-book, and Translation into Optional Language, Branch B III or B IV.
Do.	12¼ — 1½	Translation, Branch A (*c*) (for *all* Candidates bringing up Branch B I, or III, or IV with A I.) Composition, Branch A (*d*) for Candidates bringing up Branch B II with A I, and for those specially permitted to bring up A I or II only.
Do.	2½ — 4½	Mathematics, Branch E.
Third	10 — 12½	Geography, Map-drawing, and Indian History, Branch C.
Do.	12¾ — 1¼	Hand-writing (Second or Optional Language), Branch B I, III and IV.
Do.	12¾ — 1¾	Latin Translation, Branch B II.
Do.	2¼ — 2¾	Dictation (Second or Optional Language), Branch B I, III and IV.
Do.	3 — 5	Introduction to Science, Branch F.
Fourth	10 — 12	Physical Geography, Branch G.
Do.	12 — 2	Astronomy, Branch H.
Do.	3 — 5	Botany, Branch J.
Fifth	10 — 12	Physiology, Branch K.
Do.	12 — 2	English History, Branch L.
Do.	3 — 5	Agriculture, Branch M, Political Economy, Branch N.

18. Candidates who bring up English must answer the non-language papers in English. Candidates who do not bring up English may answer them in their Vernacular.

19. Candidates who succeed in passing the examination will be arranged in the following sections :—

I. { (*a*) *Pupils* in boys' schools.
(*b*) *Pupils* in girls' schools.

II. Others { (*a*) Males.
(*b*) Females.

(Failure in an *extra* branch shall not disqualify a candidate who has obtained the required minimum in the prescribed number of branches from passing.)

Those will be ranked in the order of merit in the *first class* in each section who obtain not less than—

(*a*) Fifty per cent. in hand-writing and orthography (A I*a*) in the case of male and female pupils and sixty per cent. in hand-writing and fifty per cent. in orthography in the case of others ;
(*b*) Thirty-five per cent. of the maximum marks in the remaining subjects of Branch A ;
(*c*) Thirty per cent. of the maximum marks in Branch D if pupils, or one-half if others ;
(*d*) Twenty-five per cent. of the maximum marks in the other Compulsory Branches in which the candidate has been examined, and in Branch B-II, III, and IV ;
(*e*) Fifteen per cent. of the maximum marks in an Optional Branch; *
(*f*) Fifty per cent. of the aggregate of marks.

Those will be ranked in *the second class* who obtain no less than—

(*a*) Forty per cent. of the maximum marks in hand-writing and orthography.
(*b*) Thirty per cent. of the maximum marks in the remaining subjects of Branch A (I or II).
(*c*) Twenty-five per cent. of the maximum marks in C and D.
(*d*) Fifteen per cent. of the maximum marks in any other Compulsory Branch in which the candidate may be examined.
(*e*) Forty per cent. of the aggregate number of marks.

Those will be ranked in *the third class* who obtain not less than—

(*a*) Thirty per cent. of the maximum marks in the hand-writing and orthography.
(*b*) Twenty-five per cent. of the maximum marks in the remaining subjects of Branch A (I and II).
(*c*) Fifteen per cent. in any other Compulsory Branch in which the candidate may be examined.
(*d*) Thirty per cent. of the aggregate number of marks.

20. Certificates will be issued by the Commissioner to the passed candidates specifying the subjects in which they have been examined and the class in which they have been placed.

21. A first-class certificate renders the holder eligible, on attaining the age of eighteen, to appointments under Government of the value of rupees 20 and upwards, provided that any such appointment requires a knowledge of only the language or languages in which the candidate has passed; and shall suffice for admission to the special tests. A first or second-class certificate qualifies the holder for admission to the School of Agriculture.

22. A candidate who has passed in the second or third class will not be permitted to appear again as a *pupil* for the examination.

23. Candidates who do not pass in the subjects prescribed for *pupils* are not eligible for grants under the seventh standard for results in the Grants-in-Aid Code.

24. It is to be distinctly understood that the Government do not undertake to provide appointments for all persons who may pass the prescribed examinations under these rules. Appointments will, as before, be regulated by the requirements of the public service, and will be made by the same authorities as heretofore.

25. In the Educational Department first and second-class certificate will be accepted as equivalent to the general education test for 4th-grade schoolmasters and 2nd-grade schoolmistresses. In the case, however, of candidates who have passed only in one language, the certificate will be held only equivalent to the general education test required for an imperfect certificate. The holder of a certificate, whether perfect or imperfect, will still be required in the case of females to pass the following test in needle-work—gathering, back-stitching, working button-holes, and darning on calico, or generally such work as is in the sleeve of a somewhat coarse shirt, or a native man's jacket.

26. A certificate will not be granted to a pupil unless the school fee for each of the six months ending December has been paid up. The examination of pupils who have withdrawn from a school without the permission of the head of that school will be disallowed, but in the case of such pupils as have obtained the necessary permission, the examination will be allowed, provided the difference between the fee for a pupil and that fixed for other candidates is paid into a Government Treasury before the 31st December next after the examination.

27. No person shall be admitted as a pupil into the upper department of a Government or aided high school, or high school under inspection except with the express sanction of the Director of Public Instruction, unless he or she have passed in the Compulsory Branches prescribed for male and female pupils respectively.

* Marks in an extra branch are not necessary for a pass in the first class.

28. Candidates must send in their applications for examination *on printed forms*, which may be obtained from all Tahsildars and Treasury Deputy Collectors. Distinct forms marked A, B, C, and D, respectively, will be supplied to candidates—

(1) Male pupils of the upper fourth class of a Government school (or of a corresponding class in an aided or recognized private school) will be required to make their applications on Form A;
(2) Female pupils in similar classes on Form B; and
(3) All other candidates (who will be designated "Others") on Form C if males, D if females.

29. This notification supersedes all previous notifications on the subject, and comes into operation from this date, except in respect to the examination in Branch C, which will not be brought into force till 1883. At the examination to be held in December next the subjects forming Branch C will be those fixed for Branch D in the Notification dated 30th June 1881.

III.—Upper and Lower Primary School Examinations.

The following rules for the upper and lower primary school examinations shall come into force from the 1st April 1880, in supersession of the rules published in the Notification of the 10th September 1879:—

UPPER PRIMARY SCHOOL EXAMINATION.

2. An examination styled the upper primary school examination shall be held once a year in every Government and private middle school under inspection. It shall commence on the 8th December, or, if that dayfalls on a Sunday, on the 9th December, and shall continue as long as may be necessary.

3. Every candidate shall be examined in five of the following branches, of which three are compulsory and two are optional:—

Compulsory.

A. First Language (Reading and Writing).

(*a.*) To read at sight with fluency and intelligence a passage of ordinary difficulty from a book or newspaper in a vernacular language, or in the case of Europeans and Eurasians in the English language (15 marks).

(*b.*) To write a passage to dictation from the same (25 marks).

B. Arithmetic.

(*a.*) To work miscellaneous questions in Reduction, the Compound Rules and Vulgar Fractions (40 marks).

(*b.*) Mental Arithmetic applied to bazar transactions (10 marks).

C. Geography.

To answer questions on the Geography of Asia as contained in Duncan's Introduction to the Geography of the World, or any approved Geographical Primer (40 marks).

Optional.

D. First Language (Poetry and Grammar).

Europeans and Eurasians (English).

(*a.*) To recite a few lines from Palgrave's Children's Treasury of English Song, First Part (Macmillan's Primer Series), or any approved poetical primer, and to answer questions on the meaning and subject-matter. Two hundred lines to be brought up (20 marks).

(*b.*) To answer questions on Elementary English Grammar with parsing and applications of the rules to the poetry brought up (20 marks).

Natives (Vernacular).

(*a.*) To recite a few lines from the Tamil or Telugu Anthology No. 1, or any approved book of equal difficulty in any vernacular language, and to answer questions on the meaning and subject-matter. Two hundred lines to be brought up (20 marks).

(*b.*) To answer questions on Elementary Vernacular Grammar with parsing and applications of the rules to the poetry brought up (20 marks).

E. Second Language.

Europeans and Eurasians (Vernacular).

(*a.*) To read a passage from a book equal in difficulty to the second part of the First Book of Lessons in any vernacular language (15 marks).

(*b.*) To construe a passage from the First Book of Lessons or from any approved book of equal difficulty, previously prepared (15 marks).

(*c.*) To write to dictation a passage from the same (15 marks).

(*d.*) Oral translation of very easy sentences into the vernacular (15 marks).

Natives (English).

(*a.*) To read a passage from a book not previously studied, equal in difficulty to the Second Book of Reading of the Madras School Book Society (15 marks).

(*b.*) To construe a passage from the Second Book of Reading of the Madras School Book Society or any approved book of equal length and difficulty, previously prepared (15 marks).

(*c.*) To write to dictation a passage from the same (15 marks).

(*d.*) Oral translation of very easy sentences into English (15 marks).

F. History.

Morris' History of India, Chapters VI—XII, or a corresponding portion of any other approved History of India (40 marks),

or

History of England from the commencement to the death of Stephen in any approved Elementary History (40 marks),

or

The World's History (Macmillan's Indian Series), Chapters I—XXV, Freeman's Europe (Macmillan's History Primers), Chapters I—V, or a corresponding portion of any approved Historical Primer (40 marks).

G. Hygiene.

Dr. Cunningham's Sanitary Primer, Dr. Dhanakoti Raju's Elements of Hygiene, Personal Care of Health by Dr. Parkes, First Lessons in Health by J. Berners, or any approved Primer (40 marks).

H. Agriculture.

Robertson's Agricultural Class Book or any approved Primer (40 marks).

4. The dictation and arithmetic may be done on paper or on slates. The rest of the examination, including, of course, mental arithmetic, shall be *vivâ voce*.

5. Candidates who obtain one-fourth of the maximum number of marks in Branches A and B and one-third of the aggregate number of marks shall be declared to have passed, and shall receive a certificate signed by the principal or head master specifying the branches in which they have been examined.

6. This certificate shall entitle the candidate to admission without further examination into any Government or private middle school, provided that no candidate shall be admitted into an English middle school who has not obtained one-fourth of the maximum number of marks in English in either Branch A or E, or into a vernacular middle school who has not obtained one-fourth of the maximum number of marks in the vernacular in either Branch A or E.

7. In private middle schools which are unconnected with any schools of higher grade, the examination shall be conducted by the head master or head mistress, who may, if necessary, avail himself or herself of the aid of any competent assistant master or assistant mistress in the school. In private middle schools, which are located in the same building with the college or high school, the head of the institution may conduct the examination or delegate it to qualified assistants. In Government middle schools the examination shall be conducted by the Deputy Inspector, head master, or any master or masters appointed by the principal of the college or Inspector of the Division.

8. At the close of the examination the principal, head master, or head mistress shall furnish the Inspector of the Division with a list showing the names of the candidates examined, the schools from which they came up, the number of marks obtained by them in each branch and on the whole, and shall also report the names of the examiners by whom the examination was conducted.

9. The Inspectors of Schools shall publish the names of the successful candidates in the District Gazette, and shall specify the branches in which they have been examined, the schools from which they came up, and the school at which the examination was held.

10. A fee of one rupee may, if deemed necessary, be levied from each candidate in all private middle schools to meet petty charges connected with this examination. In Government middle schools this fee shall be levied only in the case of candidates who have not been reading in the upper primary school of the institution, and shall be remitted to the treasury.

11. Applications for admission to the examination must be addressed before the 15th November to the principal, head master, or head mistress of the institution at which the candidate wishes to be examined, but such application may be dispensed with in the case of pupils coming up from the primary school of the institution itself, and in other cases, in which the principal, head master, or head mistress may deem an application unnecessary.

12. In the event of a candidate for admission to the school, or of a pupil of the school being prevented by illness or other sufficient cause from attending the examination, the Inspector of Schools or Deputy Inspector, or in the case of middle schools, which are located in the same building with a college or high school, the head of the institution or his delegate, or in the case of middle schools unconnected with any school of higher grade and of large upper primary schools unconnected with a school of higher grade or college, the head master or mistress (provided such head master or mistress be especially authorised by the Director, on the recommendation of the Inspector, to conduct such examination) may examine such pupil and give him or her a certificate declaring that the pupil has passed, and specifying the branches in which he or she has been examined. Provided always that when the certificate is not issued by the Inspector or Deputy Inspector, a copy of the certificate shall be forwarded to the Inspector of the Division.

13. Inspectors of Schools and Deputy Inspectors are authorised to give certificates of having passed the upper primary school examination to such pupils as have in their periodical examinations of Government or private schools come up to the standard prescribed. The branches in which each pupil has been examined shall be specified.

LOWER PRIMARY SCHOOL EXAMINATION.

14. An examination styled the lower primary school examination shall be held once a year in every Government and private primary school which is located in the same building with a school of a higher grade. It shall commence on the 5th December, or, if that day falls on a Sunday, on the 6th December, and shall continue as long as may be necessary.

15. Every candidate shall be required—

(*a.*) To read at sight with facility a moderately easy book in a vernacular language (15 marks).

(*b.*) To write to dictation from the same (25 marks).

(*c.*) To work sums in the first four rules of arithmetic, simple and compound, including easy miscellaneous questions (40 marks).

16. In the case of Europeans and Eurasians English will be the vernacular language.

17. Candidates who obtain one-fourth of the maximum number of marks in each subject and one-third of the aggregate number of marks shall be declared to have passed, and shall receive a certificate to that effect from the head master or head mistress.

18. This certificate shall entitle the candidate to admission into any Government or private upper primary school, provided that no native candidate shall be admitted into an English upper primary school without such further examination in English as the head master or head mistress of such school may deem necessary, and no European or Eurasian candidate shall be admitted into a vernacular upper primary school without such further examination in the vernacular as the head master or head mistress of such school may deem necessary.

19. In private upper primary schools of the class referred to in paragraph 14 the lower primary school examination shall be conducted by the head of the institution or by any masters or mistresses appointed by him or her. In Government schools the examination shall be conducted by the Deputy Inspector or by any masters or mistresses appointed by the Inspector of the Division.

20. At the close of the examination the principal, head master, or head mistress shall furnish the Inspector of the Division with a list showing the names of the candidates examined and the number of marks obtained by them in each branch and on the whole, and shall report the names of the examiners by whom the examination was conducted.

21. In the event of a pupil being prevented by illness or other sufficient cause from attending the examination, the Inspector of Schools or Deputy Inspector, or in the case of upper primary schools, which are located in the same building with a college or high school, the head of the institution or his delegate, or in case of large primary schools connected with middle schools or unconnected with a school of higher grade or college, the head master or mistress (provided such head master or mistress be especially authorised by the Inspector to conduct such examinations) may examine such pupil and give him or her a certificate delaring that the pupil has passed. Provided always that when the certificate is not issued by the Inspector or Deputy Inspector, a copy of the certificate shall be forwarded to the Inspector of the Division.

22. In Government and private primary schools, unconnected with any school of a higher grade, the Inspectors of Schools and Deputy Inspectors are authorized to give certificates of having passed the lower primary school examination to such pupils as have in their periodical examinations come up to the standard prescribed. Such certificates may also be given by them in all other schools examined by them.

(By order of the Right Honorable the Governor in Council.)

R. DAVIDSON,
Chief Secretary.

APPENDIX C.

Madras Provincial Committee of the Commission on Education.

At a meeting of the Madras Provincial Committee, held in Calcutta on the 20th March 1882, the Commitee unanimously adopted the following Minute on the papers Appendix C. transferred to it by the President of the Commission under endorsement of date the 14th February 1882.

The said papers refer to grants-in-aid in Madras, and especially to grants to the Madras Christian College.

MINUTE.

1. These papers are under a covering letter from the Secretary to the Executive Missionary Education Committee, Madras Presidency, which letter states that "the main question in debate is whether the educational policy clearly prescribed in the Despatch of 1854 has hitherto been carried out in the Madras Presidency, and whether aided education has been receiving the encouragement and support to which, on the principles of the Despatch, it is fairly entitled." This letter further states that "from the year 1869-70 the tendency of the educational administration was not in the direction prescribed by the Despatch, but in the exactly opposite direction; that more money was being spent on direct Government education and less on grants-in-aid."

The case of the Madras Christian College is then brought forward, *viz.*, that up to 1871-72 it obtained the full benefit of the rules in force for grants-in-aid, its grant amounting to from 35 to 40 per cent. of its total outlay. It is added that with the development of the college its cost necessarily increased, while no additional aid could be obtained; so that the proportion of grant to total cost had fallen to 19 per cent. in 1879-80, when fresh restrictions were issued, which still further reduced the proportion to 14 per cent. The letter states that no addition to this has yet been obtained, but that "the new Director of Public Instruction has discussed the case in a complete and fair manner, and, in consequence, the arbitrary restrictions have been at length withdrawn, so that there is some hope that the rules now in force for grants-in-aid will be at last fairly applied to the college."

Finally, the covering letter refers to answers to a series of queries from the Council on Indian Education, of which answers a copy was enclosed.

2. The Government Resolution constituting the Education Commission states that "it will be the duty of the Commission to inquire particularly into the manner in which effect has been given to the principles of the Despatch of 1854." This committee, as a section of the Commission, must therefore make such inquiry, and record the results in its provincial report. It consequently appears to it that it would be unwise to deal with the question in the superficial way that a brief memorandum would render necessary. At the same time this committee thinks it right to state that there was a falling-off in the expenditure on grants-in-aid from provincial revenues, particularly in reference to secondary education, and an increase in the expenditure on direct Government education in colleges; and that, under such circumstances, alarm was not unnatural on the part of those interested in aided education.

3. This committee does not think that there is any reason why it should abstain from considering the case of the Madras Christian College, at least so far as future action regarding it is concerned.

4. The Grant-in-Aid Code, now in force in Madras, opens with the statement that aid will be given impartially to all schools and other educational institutions which impart a sound secular education, subject to specified conditions, "and with due consideration of the requirements of each locality and of the funds at the disposal of Government."

5. Some such limitations as these are doubtless indispensable, but the application of them is inevitably a matter on which there will be differences of opinion.

6. One consideration, necessarily included in these limitations, was announced as long ago as 1873, when the Madras Government stated that "it was their intention to employ for the purposes of elementary education some considerable part of the funds hitherto devoted to higher education." On this consideration, grants to schools and colleges in the town of Madras have, for several years, been curtailed or altogether withheld; and the Christian College authorities contend that that college has been singled out and treated with exceptional severity, while its exceptional character should have rather secured for it exceptional consideration.

The Christian College is located in the town of Madras, but its influence is not confined to

that city. The following statement, taken from the Report on Public Instruction for the Madras Presidency for 1880-81, will make this plain :—

Districts of the Presidency of Madras, and other States to which students of the Christian College belong.

Madras (town)	85	Brought forward	165
Ganjam	1	North Arcot	28
Vizagapatam	6	Salem	10
Godaveri	3	Trichinopoly	8
Kistna	3	Tanjore	39
Bellary	2	Madura	7
Cuddapah	3	Tinnevelly	10
Nellore	5	Coimbatore	5
Chingleput	50	Malabar	11
South Arcot	7	Mysore	14
		Travancore, Ceylon, &c.	11
Carried over	165	TOTAL	308

It will thus be seen that, of the 308 students in the college, no fewer than 223 were from the country. While there are only 3 out of the 21 districts of the Madras Presidency that supply none of its students, its influence extends beyond the limits of the Presidency, and some of its students are drawn from neighbouring States. The Director, moreover, writes that "the institution is provided with a good staff of European professors, and is doing for the Government and the country excellent work at a most moderate cost." Since the institution thus works for the country at large, the "due consideration of the requirements of each locality" resolves itself into the consideration of whether the Presidency at large requires this college to meet its demand for collegiate education. This committee thinks that there can be but one reply to this question.

7. There remains the consideration of the funds at the disposal of Government. The committee observes that "the Government consider that the policy enunciated in 1854 must so far guide their practice as to bar increased State expenditure on the higher education so long as the means available are inadequate to meet the demands of the masses for elementary education." But this committee ventures to express the opinion that, if funds can be made available, the grants to the Christian College should be given under the rules now in force up to the practicable limit. Restrictions tending to impair the efficiency of any institution that is doing good and useful work seem objectionable.

8. Mr. Runganada Mudelliar, M.A., has written a valuable paper on the question of grants-in-aid in the Madras Presidency, which is appended hereto.

9. As the answers to the queries of the Council on Indian education, along with similar answers from other provinces, have been laid before the Commission, and as they raise questions with which the whole Commission will have to deal, this committee does not feel competent to report upon them in the meantime.

W. W. HUNTER, *Chairman.*
J. T. FOWLER.
A. JEAN, S. J.
P. RUNGANADUM.
WILLIAM MILLER, *Secretary*

CALCUTTA,
The 20th March 1882.

APPENDIX TO MINUTE.

(1) The question for consideration is whether the grant-in-aid to the Christian College is adequate; and if inadequate, how and to what extent it should be raised.

(2) The gravamen of the complaint preferred by the managers of the Christian College is that the Government grant bears a much smaller proportion to the total expenditure in the case of the Christian College than in the case of other similar institutions. This complaint is well founded. Tabular Statement A, appended to this Memorandum, shows that in 1880-81 the Christian College received in the shape of grants only 14·9 per cent. of its total expenditure,

whereas the S. P. G. College at Tanjore had so much as 47·5 per cent. and the Coimbatore College 30·5 per cent. Taking the grant to the Christian College at Rs. 450 for the College Department and Rs. 150 for the School Department, there is an annual grant of Rs. 7,200 as against an annual expenditure of over Rs. 55,000. As to the utter inadequacy of the grant, there can be no difference of opinion. But while the insufficiency of the grant is readily admitted, it does not seem easy to suggest a mode of raising it to a proper extent. The Christian College has a complete and thoroughly efficient staff. It provides for instruction in two optional subjects, *viz.*, philosophy and natural science. Its students are drawn from all parts of Southern India, which is not the case, I believe, with any other aided college or even any Government college excepting the Presidency College. Add to this the fact that the Collegiate Department of this institution is numerically stronger than that of any other college, and the fact of its being second only to the Presidency College in the B.A. examination, the case of the Christion College must be admitted to be particularly strong. These circumstances, taken along with the exceptionally expensive character of its staff as compared with that of other aided colleges, would almost justify the giving of a special grant to that institution, say 25 per cent. of its total expenditure. But the inconvenience attending such a course is that it looks like showing special favour to one particular institution and neglecting the interests of others. If this course cannot for this reason be adopted, some general mode of administering grants to colleges and high schools must be devised which gives help only where help is most needed and most likely to produce beneficial results.

(3) There are two proposals before the Commttee, one from the Managers of the Christian College and the other from the Director of Public Instruction, Madras. These proposals have to be set against and compared with the scale of grants fixed by the orders of Government, dated 24th December 1878, No. 529. With reference to this scale it is enough to observe that it gives far too little to the Christian College, while it actually gives to the five institutions set down below, larger grants than they would be entitled to if placed under the operation of the new Grant-in Aid Code:—

Institutions.	Present Grant.	Grant at one-third of the Salaries.
	Rs.	Rs.
Coimbatore College	4,200	3,040
Vepery High School, S. P. G.	2,400	1,760
Church of Scotland Mission High School . . .	2,400	1,800
Wesleyan Mission High School, Royapet . . .	2,400	1,480
London Mission High School, Madras	2,400	1,700

The total expenditure of the S.P.G. College at Tanjore in 1880-81 was Rs. 9,649. The grant at one-third of the salaries to this college could not exceed Rs. 3,200, and hence it follows that this college gets Rs. 1,000 more than it would under the new Code. These facts are enough to condemn the scale in question, if it does not stand sufficiently condemned by its maintaining "special restrictions outside the purview of the Code."

(4) The proposal made by the managers of the Christian College is that the grant to their college should be determined by the provisions of the new Grant-in-aid Code that came into force on the 1st April 1880. They estimate the grant to which they are entitled under the new Code at Rs. 13,505 per annum. This is by no means an unreasonable demand; and so far as the Christian College is concerned, I see no objection to the new Code being applied. But if the new Code be applied to the Christian College, it must in fairness be applied to the eight other institutions affected by the reduction of grants sanctioned in December 1878. The effect of such universal application of the Code would be to reduce the grants in the case of six out of the nine institutions and increase the grants in the case of the remaining three—the Christian College, Pachappa's College, and the S. P. G. College at Trichinopoly; and the aggregate grant to these nine institutions would much exceed Rs. 31,800, which is what they at present draw. The increase of grant-in-aid expenditure thus caused may not in itself be a thing to be deprecated; but I am far from being convinced that the S. P. G. College at Trichinopoly requires or deserves an enhancement of grant. As to Pachappa's College, the total expenditure in 1880-81

was Rs. 16,960. The grant, at one-third of the salaries, would thus exceed Rs. 5,000, which seems to me to be too high. Thus the unrestricted application of the new Code would indeed give a much-needed relief to the Christian College, but it would at the same time give larger grants than now to two institutions that do not deserve such grants. This effect of the proposal made by the memorialists should not be lost sight of.

(5) The removal of arbitrary restrictions is certainly desirable. In paragraph 53 of the Educational Despatch of 1854, it is stated that "aid will be given (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government may render it possible) to all schools which impart a good secular education." The condition about the requirements of each particular district must, I fear, introduce an arbitrary element into the system of grant-in-aid. No general rules can be so framed as to reduce the grant in favourable localities and increase the grant in unfavourable ones. Again, the object of a grant-in-aid is not to supersede the necessity for endowment and private subscriptions, but to serve as an auxiliary to such resources. If this view is correct, the S. P. G. colleges at Tanjore and Trichinopoly and the Coimbatore College are obtaining larger grants than it is proper to give them. In the case of the S. P. G. colleges, the grants and the fees together exceeded the expenditure in 1880-81 by Rs. 1,962; and the Coimbatore College had a saving of Rs. 200 (*vide* Tabular Statement A). From the subsidiary tables appended to the Report of Public Instruction in Madras for 1880-81, I find that the total expenditure of the Gospel Society on all kinds of education was Rs. 54,087. This amount is made up of three items—fees, Rs. 30,414; grants, Rs. 18,112; and income from other sources, Rs. 5,561. Thus the Gospel Society contributed only to the extent of 10·3 per cent. on the total expenditure, whereas the percentages contributed by all other mission agencies are very much larger (*vide* Tabular Statement C). The highest percentage contributed is 58; and the lowest, the Gospel Society excepted, is 39·5. This striking disparity is no doubt in some measure due to the fact of the two colleges and most of the schools of the Gospel Society being located in Tanjore and Trichinopoly—districts in which it is possible to realise a large income in the shape of school fees. But this only shows that both the new Code and the limitations imposed by the scale of grants sanctioned in December 1878 are powerless in preventing the bestowal of grants in localities where they are not much needed.

(6) The scheme suggested by the Director of Public Instruction in his letter No. 2352, dated 20th May 1881, seems to me to distribute the amount of Rs. 32,840 fairly among the nine institutions referred to in paragraph 33 of that letter. The Director protests against the policy of imposing restrictions on particular institutions; and with a view to avoid the hardship and the dissatisfaction caused by such restrictions, he suggests in paragraph 26 of his letter certain general restrictions which are to be embodied in the Code. The scale of a half-salary grant to European professors of colleges proposed by the Director would have the effect of raising the grant to the Christian College from Rs. 7,200 to Rs. 12,560. The only other college which gains by the change proposed is the Tanjore College. In the remaining seven cases there is a reduction of grant. According to the state of things in May 1881, this scheme involved an additional expenditure to Government of Rs. 1,040. But Pachappa's College would this year be entitled to a grant of Rs. 4,200 instead of only Rs. 2,400, so that the scheme would really entail on Government no additional expenditure at present. But the main objection to the scheme on financial grounds is that it puts a premium on the employment of expensive European agency, and thus incurs the liability to considerable increase of grants-in-aid for collegiate education in the future. The question thus hinges upon the policy the Government intend to pursue in aiding higher education. If a substantial addition could be made to the provincial grant for education, and if the education of the masses should be adequately provided for from local resources, it would be a very desirable thing to strengthen aided colleges by larger grants, so administered as to promote their efficiency. But if there is to be no addition to the provincial grant for education, and if all that can be done is a redistribution of grants-in-aid, the scheme suggested by the Director cannot be carried out. In such a case the only way of meeting the difficulty that suggests itself to me is to enforce the new Code, subject to some such general restriction as this, that the grant in the case of colleges and high schools is not to exceed 25 per cent. of the total expenditure on all departments. Such a restriction being of a general operation, cannot be justly complained of; and it will tend to put a check on the undue development of grants-in-aid of higher education.

(7) To sum up these observations. The unrestricted application of the Grant-in-Aid Code is open to grave objection, as it does not prevent schools from receiving aid for departments for which aid is not required. The scale of grants sanctioned in December 1878 gives too little to the Christian College, and far too much to other institutions. The scheme suggested by the Director, with the general restrictions that he would impose, seems, on the whole, the least objectionable. The main objection to it is the prospect of increase in grants to higher education.

Such additional expenditure, however, will yield an abundant return in the way of rendering the instruction imparted in aided colleges sound and useful.

	Grants.	Fees.	Other income.	Total cost.	Proportion of grants to total cost.	Remarks.
			Tabular Statement A.			
					Per cent.	
Christian College	8,230	22,790	24,261	55,281	14·3	This includes all departments.
S. P. G. College, Tanjore	4,584	6,274	—1,209	9,649	47·5	
S. P. G. College, Trichinopoly	4,193	10,830	—753	14,270	29·4	
St. Joseph's College	4,039	4,838	16,446	25,323	15·9	
Pachappa's „	2,800	9,454	4,706	16,960	16·5	
Coimbatore „	4,203	9,792	—200	13,795	30·5	
			Tabular Statement B.			
Christian College	6,180	9,392	14,565	30,137	20·5	Collegiate department only.
S. P. G. College, Tanjore	1,087	1,305	533	2,925	37·2	
S. P. G. College, Trichinopoly	1,479	1,154	1,917	4,550	32·5	
St. Joseph's College	2,522	996	7,376	10,894	23·1	
Pachappa's „	938	1,061	2,013	4,012	23·4	
Coimbatore „	1,787	669	3,117	5,573	32·	

Tabular Statement C.

					Proportion of grant to total cost.	Proportion of other income to total cost
					Per cent.	Per cent.
Free Church Mission	20,152	35,292	43,936	89,380	20·3	44·2
Church Mission Society	18,771	14,084	45,344	78,199	24·	58·
Gospel Society	18,112	30,414	5,561	54,087	33·5	10·3
London Mission	8,332	13,955	14,560	36,847	22·6	39·5
Wesleyan Mission	8,102	14,130	14,823	37,055	21·9	40·
Church of Scotland Mission	4,825	7,079	11,684	23,588	20·5	49·5
American Misssion	1,369	2,208	4,209	7,786	17·6	54·1
German Mission	2,098	4,863	6,090	13,051	16·	46·7
St Joseph's	7,168	9,164	19,917	36,249	19·8	54·9
St. Xavier's	1,451	187	1,451	3,089	47·	47·

Statement C includes expenditure on colleges, schools for boys and girls, and training institution. Results-schools not specified in the Public Instruction Report are not taken into account.

P. RUNGANADUM.

APPENDIX D.

EDUCATION COMMISSION (MADRAS).

MEMORANDUM.

In connexion with Section D, Sub-Division 11, of the "Outline of the Reports of Provincial Committees," that is, *the effect of collegiate education on the general education and enlightenment of the people, and the extent to which it has been a means of supplying the Government with efficient public servants, and the community at large with intelligent employés,* the Madras Provincial Committee issued the following circular:—

During the sitting of the Education Commission here, it was suggested that some benefit might result from consulting a few of the gentlemen who have in their employment considerable numbers of the young men who go out from the various colleges and schools. The suggestion was cordially welcomed. I have the honour accordingly to request that you would be good enough to furnish the Commission with a short statement of the views that experience has led you to form concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency.

The Commission intentionally abstains from putting any definite questions to you. It believes that your most valuable suggestions as to deficiencies in the present scheme of education, or possible improvements on it, will be those that occur most readily and naturally to your own mind. Anything you may deem it appropriate to say regarding the fitness or unfitness, intellectually, morally, or in any way, of educated natives for the duties devolving on them in the office or offices under your care, will be welcomed by the Commission and will receive their careful consideration.

This was addressed to—

(1) The Accountant General, Madras.
(2) The Agent and Manager, Madras Railway.
(3) The Agent and Manager, South Indian Railway.
(4) The Bank of Madras (Secretary).
(5) The Board of Revenue (Secretary).
(6) The Chamber of Commerce (Secretary).
(7) The Commissary General, Madras.
(8) P. P. Hutchins, Esq., M.C.S., Civil and Sessions Judge, Madura.
(9) The Post Master General, Madras.
(10) The President of the Madras Municipality.
(11) J. Lee-Warner, Esq., M.C.S., Collector and Magistrate, Nellore.

Replies have been received from all but Nos. 2, 5, and 9, as follow:—

From H. CLOGSTOUN, ESQ., Accountant General, Madras, to the Secretary to the Madras Sessions of the Educational Commission,—dated 15th November 1882.

In acknowledging the receipt of your letter of the 31st October, requesting me to furnish the Education Commission with a short statement of the views that experience has led me to form concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency, I have the honour to state that I have in my office a considerable number of clerks who have taken degrees or who have matriculated at the University, and I find that, as far as official duties are concerned, these men are markedly superior to the great majority of men in this office who have not obtained this higher education. Their superiority is evident not only at the commencement of service, when the matriculate or B.A. or M.A. is fresh from his studies, but is maintained and increased as time goes on, and is conspicu-

ous in every branch of work. As regards the moral qualities of those educated in our higher schools and colleges, I have not the intimate acquaintance with their private lives which would enable me to give any other than a general opinion; but in all spheres of duty in which I have come in contact with them, I have found the generality to be honourable men actuated by a high sense of duty. That the higher education has influenced their moral characters for the worse is a supposition which, if it exists at all, I, from my limited experience, certainly hold to be groundless.

From WILLIAM BETTS, ESQ., Agent, South Indian Railway, to the Secretary to the Madras Sessions of the Educational Commission,—dated 22nd November 1882.

In the Locomotive and Carriage Department the bulk of the employés are mechanics and artizans and labourers employed to assist skilled workmen.

In this Department, therefore, one scarcely finds any product whatever of the present system of education. Concerning his staff, the Locomotive Superintendent thus reports:—

"As far as I am able to observe, education given in this Presidency hardly touches the artisan class with whom I have most largely to do.

"It is a matter of great difficulty, if not of impossibility, to get natives who have any knowledge of English worth speaking of to train for mechanics. They seem to prefer earning Rs. 10 a month as clerks when they have sufficient education to fit them for it, to earning twice, or even four times that sum as engine-drivers or fitters.

"We have now thirteen native apprentices, who can all speak and write English a little; but these are chiefly lads who, from want of funds or want of ability have been unable to train for clerks or Government servants.

"We have generally two probationers in our office who, rather than earn a good livelihood at a trade, prefer to wait an indefinite length of time for the chance of earning a pittance as clerks.

"Only one of our native drivers, of whom we have 26, can read and write English; none of the rest can write at all, and very few can speak it well."

Owing to absence from his head-quarters, the Chief Engineer, who is travelling on the line, has not yet been able to send me a memorandum of his views. I think it better, however, not to detain longer my reply to your circular letter.

In continuation of my letter No. 9952-1324, dated the 22nd instant, I have to inform you that this Company's Chief Engineer reports as follows:—

"Since coming to this part of India, now more than 24 years ago, it has often occurred to me that one great deficiency in the system of general education is the absence of the study of physics from the course prescribed.

"The native character is, according to our view, wanting in practicalness and thoroughness, in habits of exactitude of statement and directness in action. As there is no effect without a cause, and reasoning from analogies in other parts of the world, it may safely be concluded that this state of affairs has come about from causes which conduce to it.

"Prior to the British occupation, centuries of oppression and misrule made deceit and intrigue the weapons of offence and defence, and impoverished the land. In an impoverished land the extreme primitiveness and simplicity of the national life in respect of its material wants allowed little or no scope for the sciences or the arts and manufactures in the general education of the people. Nothing remained for the national mind, but in the higher or privileged classes introspection and speculation, in the toiling millions superstition and the extravagancies and exaggerations of the Hindu legends and mythologies.

"In the West we have seen, allowing for difference of race and climate, a similar state of matters yield in due time to a treatment which would doubtless have similar results here: a firm and settled Government and the steady and rapid progress of a knowledge of the natural laws by which we are governed.

"We have now firm and settled Government in India—western knowledge is advancing; the country is being traversed by railways,—mills and factories and other industrial establishments are being multiplied and fostered by Government, and the opportunity seems to have arrived when

the introduction of the study of the natural sciences may be vastly extended, so as to enter into general education.

"I feel convinced that this study would prove a powerful agent in training the people to habits of observation and exactitude, and consequently of more practical mindedness. Let boys at school and college, for instance, be taught the elements of botany, or of natural history, or of geology, physiology, physiography, the principles of agriculture, sanitation, and cognate subjects. With practical applications suitable to the localities in which the students live, the localities themselves would afford the specimens, the laboratories, the plant, so to speak, requisite for such elementary studies.

"I am aware that a great deal has to be done before much can be achieved in this direction,—teachers must be taught, and trained to impart this knowledge, and the public mind must be awakened to an appreciation of its value; but this is only what had, and has still, to be encountered in much more civilised countries, and is all the greater reason for strenuous efforts being at once made to achieve the ends in view.

"I know that there is nothing new or original in the foregoing few remarks, and I merely offer them in the hope that they may add to the like testimony of others more qualified to enlarge on the subject."

From D. A. G. CROMBIE, Esq., Secy. and Treasurer, Bank of Madras, to the Secretary to the Madras Sessions of the Educational Commission,—No. 1246, dated 20th November 1882.

Briefly, the young men who join us are all more or less deficient in simple *arithmetic*. Very few of them are called upon to compose letters, but from what we have seen they are all deficient in *English composition*. The principal work that is expected of them at first is copying, and with regard to *writing* there is no great fault to be found. In fact, when a vacancy occurs in this office we have a large number of applications, and the specimens of penmanship are sometimes excellent.

The behaviour of the young Natives and East Indians in this office is very good, and they are regular in attendance. They are, however, as a rule, extremely impecunious, and this is greatly owing to their inattention to the commonest principles of economy, and to the marriage laws and family charities which hamper many natives with debt from their earliest start in life.

From C. SIMPSON, Esq., Chairman, Chamber of Commerce, Madras, to the Honorary Secretary, Education Commission, Madras Provincial Committee, Calcutta, dated 21st December 1882.

Your letter of the 31st October has been laid before the members of this Chamber, and I have now the pleasure to communicate to you, for the information of the Education Commission, a summary of the opinions expressed by various banks and mercantile houses "concerning the fitness for the ordinary duties of life of men, who may be regarded as legitimate products of the system of education at present followed in this Presidency."

Messrs. Arbuthnot and Co.'s report may be thus summarised:

"An educated native thinks mercantile work, or rather the salary which his qualifications would deserve, beneath him. We want men who have a decent knowledge of arithmetic, can write a good hand, and can compose a simple letter in intelligible English. Very few of the candidates for employment come up to this standard. One of our smartest native clerks was educated at the normal school and passed the uncovenanted civil service examination. One very useful man was plucked for his F.A. We have several native clerks who were educated at Patchappah's school, and they are the best "all round" men we have. We have no "graduates" in our employ. The chief want for our work is a sound schooling in anglo-vernacular schools, with special attention paid to arithmetic, good handwriting, and English composition." Finally, it is suggested as worth consideration by the Education Commission, whether a commercial test-examination might not be instituted with advantage, requiring candidates to qualify thoroughly in arithmetic, handwriting and English composition, and allowing short-hand writing and French or German as extra subjects. It is

thought that not much useful acquaintance with book-keeping could be attained apart from practical work.

Messrs. Binny and Co. report that they experience difficulty in obtaining young clerks who can write a good legible hand or compose a plain English letter.

The Agent of the Chartered Mercantile Bank makes the same complaint as Messrs. Binny and Co., and adds that he has difficulty in finding men who can make a simple arithmetical calculation.

Messrs. Dymes and Co. confirm the opinion of Messrs. Binny and Co., and add: "Educated natives will not begin at the bottom of the office, and they are quite useless in any other position."

Messrs. T. A. Taylor and Co. express an opinion that natives only apply for employment in mercantile offices after all chance of getting Government employment has failed. They prefer to go as volunteers in Government offices to accepting a small salary at once in a mercantile office, and for the reason, that in the Government service they may look forward to a pension.

The Agent of the Oriental Bank prefers natives to East Indians for general office work, but considers that the native clerks "have still much to learn to fit them for their duties."

Messrs. H. M. A. Badsha Sahib and Co. report that educated natives do not like employment in mercantile offices, chiefly because such a wide field is open to them in the Government service for the display of their abilities, and because they think the prospects of that service brighter. It is only those men who have not had the benefit of a good education, and do not possess the necessary qualifications for serving under Government, look elsewhere for employment. It is among such men are found those who are unable to write a legible hand, to make an arithmetical calculation, or compose a simple letter in intelligible English. All this is attributable to the deficient education they have received at the schools and colleges where they have been taught, and where, in the generality of cases, the pupils are taught with very little regard to their future practical usefulness. Some subjects, which are of the most practical importance, and which are at present excluded from the generality of schools in this country, might be introduced with very great advantage both to the pupils themselves and to the interests of the public and private offices where they may be employed afterwards.

The result of the Chamber's enquiries on the subject-matter of your letter has, as you will observe, been to show that few, if any, of the highly educated natives seek for employment in banks or mercantile offices, while those who do find employment in such offices receive no special school preparation for their work.

From COLONEL R. A. MOORE, Officiating Commissary General, Madras, to the Secretary to the Madras Sessions of the Education Commission,—No. 6851, dated 8th November 1882.

In reply to your letter dated 3rd November 1882, I beg to state that the young men who present themselves at this office to be entertained as clerks, having passed the uncovenanted civil service examination or the matriculation examination and handwriting test, are often found, on undergoing the departmental examination, to write bad hands and to be bad accountants.

It frequently happens that men who have not passed are much better qualified for appointment in both these particulars.

I may add that the departmental examination is an exceedingly simple one. The candidates are required to write out a long passage from a printed page, containing about 780 words; and to calculate a victualling bill containing eight simple sums of this kind—

8,673lbs. of beef @ $11\frac{3}{16}$lbs. per rupee.

This simple examination half the passed candidates examined fail to pass.

From P. P. HUTCHINS, Esq., Madura, to the Secretary to the Madras Sessions of the Education Commission,—dated the 15th November 1882.

I can say nothing but good of the results of the present system of education, as exemplified in the young men to whom I have been able to give employment. Perhaps this may be partly due to my being very careful, and even slow, about the original selection of candidates; but those whom I have selected I have almost invariably found exceedingly useful, and most of them seem to have acquired a certain amount of self-respect which has, I believe, kept them straight and honest. That it would have this effect if they were not properly looked after and promptly called to account for anything suspicious, is more than I would venture to say; but I believe there is a far higher moral tone than formerly both in the superior and in the subordinate ranks of the public service. I attribute it in a great measure to education, but even more to the better pay which is now given and the many lucrative appointments to which any man may now look forward.

I think I may say the same of the vakils; but here, again, I have been very cautious, until the new Legal Practitioners Act and the Rules made under it swamped my court with men of whom I know nothing, and, I am almost tempted to say, careless; but the fact is that I was preparing to leave this court when the Act first came into force, so it is not likely I should feel much personal interest in the new comers.

I have, of course, come across a few graduates "puffed up with their own conceits," and a few more to whom no education could have imparted virtue; but that was, I think, the fault of the men, and not of the system. I should be glad to point out deficiencies in the system as exhibited in its products if I could, but I can only think of one, and that is the poor way in which the vernaculars seem to be taught. My translators render Tamil into English far better than English into Tamil, and colloquially they are often at fault with the rustic population.

From A. T. ARUNDEL, Esq., President, Municipal Commission, Madras, to the Secretary to the Madras Sessions of the Educational Commission,—dated 21st November 1882.

I have the pleasure to reply to your letter of the 31st October. In my capacity of Magistrate, Revenue and Settlement Officer, and finally as President of the Municipality in Madras, I have had many opportunities of forming an opinion as to the capabilities of educated natives for administrative duties.

At the outset I may say that I consider the educated native, that is to say, a man who has received a fair college education, but not necessarily a graduate, as on the whole, and allowing for exceptions, very greatly the superior of the old type of native official in straightforwardness, integrity, freedom from caste superstition and general capacity. There is, however, one point of importance in which the comparison is not to the advantage of the educated natives, or at any rate there is no marked superiority over his uneducated predecessor. I refer to powers of observation, acquaintance with outdoor life and duties, and general adaptability in administrative work of this kind. Goethés dictum, that "life is an action and not a thought," is reversed in this country. The natural bias of the Hindu mind is to thought rather than to action, and the present educational system does not sufficiently counteract this tendency. An illustration will perhaps make my meaning clearer. The English boy takes naturally to concrete activity; he has a mechanical turn, and makes kites, toys, traps, &c., or he wanders in search of birds, eggs, moths, butterflies, fish, orchids, and interests himself generally in things animate and inanimate around him, or, at the least, he will learn some local geography in paper chases, and will strengthen all his bodily powers in this way and by cricket and other active games. What he chiefly needs is to be led out of these things, or better still, *through* them to books and abstract study. With the Hindu youth there seems to be no such natural attraction to outdoor life and

pursuits; he takes readily to books and to study, and to a quiet indoor life. A complete system of education should lead him out of this, or better still, *through* to the physical activities he stands in need of. It seems probable that the prolonged study needed for success in university and other examinations renders the lads still more disinclined for outdoor pursuits, or at any rate leaves little or no time to be given thereto. The old public servants usually belonged to the class of landholders; and as such, they were from boyhood acquainted with the details of ordinary agricultural pursuits, knew a good deal about the village irrigation works, were present when breaches occurred in the channel or reservoir banks, and brought their own farm labourers to assist in the common efforts of the village to repair the injury.

School and college studies allow no time for these things now, and moreover the lads are brought to centres of educational activity altogether removed from such scenes.

The remedy for these defects seems to me to lie, first, in the *practical* study of physical sciences, botany, zoology, chemistry, &c.; and second, in making physical training, including outdoor games, gymnastics, and so forth, as essential a part of the system of education as the study of English or mathematics.

From J. LEE-WARNER, ESQ., M.C.S., Nellore, to the Secretary to the Madras Sessions of the Education Commission,—dated 8th November 1882.

My opinion is asked regarding the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the present-day system of education followed in this Presidency.

Fitness may be treated from the intellectual, moral, physical, and social point of view.

As regards the intellectual abilities of the young men with whom my work brings me into contact, I consider them, as a class, quicker at picking up the manifold duties of office than their prototypes of twenty years ago. It must be the improved education which has sharpened their faculties, as I have not noticed any changes in their home life and its surroundings to account otherwise for it. No doubt under the old system there were to be found now and again surprisingly clever men, who have picked up an education anyhow; but the superiority, for which I am now contending, extends through the rank and file. And it is difficult to see what other result could be expected from comparing the education which is so easily procured now-a-days with the inferior teaching of former years.

The faults which I do find with the present men are—

Their want of training in their own mother-tongue.

The surface nature of their English education.

It may sound in a measure paradoxical to say so; but I trace both these defects, among other causes, to the absence of sound vernacular curricula. Under the present system a boy is taken from the cradle to school, where, before he has an idea of his own which he can adequately express in his native language, he is put upon English. Till very recently classics furnished an almost exclusive field for the mental development of nearly all English boys of the upper and upper middle classes, but no head master of any public school ever dreamed of undervaluing the importance of his pupils correctly rendering a passage well selected from standard English prose into its Latin or Greek equivalent. Bradley of Marlborough carried this to very high perfection. His pupils well remember how his lectures on prose translation were real exercises of the mind. But what is the practice here? The vernaculars are practically ignored—I do not say that there is not good reason for it, but they *are* ignored—and thus this most important branch of school exercise is lost to the boys; and "paraphrasing" becomes the miserable substitute with which schoolmasters replace translation. Surely there can be nothing sound in a system of instruction which leaves a boy at the conclusion of

its course unable to express accurately either his own, or the thoughts which are given to him, in *his own* language. Yet, from the imperfect and slovenly manner in which clerks ordinarily translate, it is clear that they have not been taught to seek and obtain a mastery of the right use of words.

The system of test examinations is, in my opinion, a fruitful source of the superficial acquirements of the young men. I cannot understand why all lower and upper primary tests are not abolished; and promotion into the middle school left to follow class examinations. I am not even sure that I would retain the middle school examination so averse am I to setting a boy of tender age down to paper questions. The answering a paper tortures and confuses his mind. If he succeeds, he is encouraged in a taste for cram (*i.e.*, getting up answers to questions as such) through all his future course. If he fails, he may be hopelessly discouraged. It seems to me a wholly wrong plan to get boys at such an age into such a mental attitude towards learning. Often they never shake it off; and all their acquirements being subsequently made on the same principle, what should grow with them into their being, as often as not falls away from them,—as entirely as the garment, which—the badge of his secular work in the cutcherry,—the matriculate "Brahmin of Brahmins" hangs up in his vestibule, as a sign, that he has, on returning to his normal existence in the home-life, quitted something which is alien and unpleasant.

As regards the moral fitness of those who are entering the Government service in the present day, I must preface my remarks by saying that, when the first graduates left the University, scandals were more frequent because of the powerful counteracting influences which destroyed the little good wrought in them by education. Thirty years ago and less, *all* officials took bribes as a matter of course; and no suitor came to a Collector's office without something in his hand; but since then an opinion has, in the presence of a sound and just administration overshadowing every corner of the country, begun to form itself, quite apart from morality, that it is the wisest policy to be honest. Salaries also have been much increased. I cannot therefore admit that all the gain in respect of the greater moral fitness observable among educated officials is traceable solely to the education now obtained. Thus, while I think that corruption is gone out of fashion somewhat, I have often to deplore the entire absence of influencing moral motives on the young men who are now entering the service. It is my theory, drawn from better experience, that the education of the day, carried even to the highest pitch of excellence which an university career can ensure, is not a guarantee that a young man will be ashamed to give anything but his highest work, or that he will not—I say it with regret—tell a direct falsehood if he can gain anything by it. The fact is, that the Government has been so over-anxious to preserve the appearance of strict religious neutrality, that even the teaching of morality has been neglected. If some teachers do take advantage of the moral tone which underlies some of the Western writings, which are in the university curriculum, they are the exception. Young men are being yearly sent out as graduates unpossessed of a single religious idea. Morality cannot be taught by merely putting books of good moral tendency into boy's hands. Except in very rare instances, it requires a personal influence to drive the teaching home. Here none of that is exercised; for, except in the mission schools, there is not even an attempt to follow the boys with good influence into their home lives. Thus the boys are growing up from very tender age to lead the dual lives which is the most sorrowful feature in the moral landscape of this country. It is a sort of training under which no public spirit can be developed, because it leaves entirely out of account the "duty to others,"—that duty which finds its highest expression in the Catholic doctrine of Christian charity. Religion or morality (call it what any one pleases) plays far too important a part in every man's life for its teaching to be entirely neglected in the first quarter of it. Often and often among my native friends have I detected under much learning the fatal want of

moral ballast; and I have uniformly put it down to the same cause, the neglect to cultivate the inner life in early youth. In the noble teaching of the parable of the fig tree, works are the spontaneous natural manifestations of the life within; and this neglect of moral or religious cultivation must account for much of the dead lives of these young men. I know the difficulty of the subject, and am not prepared to say how it should be overcome; but until it is overcome, I would say that I see no grounds for expecting a moral awakening of the nation, whose young men are sent forth to fight the battle of life with dwarfed and stunted moral natures.

Before quitting this subject, I would like to refer to a paper by Mr. Muthusami Iyyer, which appeared in the *Madras Mail* some few days ago. It seemed to me that his remarks about the feelings of dislike and repugnance towards the mission schools would have been true if they had been made in 1840 instead of in 1882. The vast number of native caste boys attending these institutions in spite of the existence of Government and Hindu schools in the same towns, prove beyond doubt that there is no such ill-feeling towards the mission influence as is described by Mr. Muthusami Iyyer to be in existence now. The same popularity points in favour of my argument, that the parents are not so unwilling that morality should be taught as part of a healthy school system.

As regards the physical fitness of the young men of the present day, I cannot see where the opponents of the modern B. A. have got their notion of his eternal "dyspepsia and debility" from. I appoint my Revenue Inspectors from B. As. and F. As. by preference, where such offer themselves for employment; and I cannot find that their field work is worse done than by the old gomastah class, who served in the last generation. There will be still greater physical improvement hereafter among the boys who come out from schools provided with gymnasia and outdoor games, as well as better internal class accommodation. "Crowding" in the teaching rooms is often more the cause of sickness than anything else.

As regards their social fitness, I can only admit that in some districts (the northern ones especially), the most successful boys are often sons of poor parents; and, so far as they can pass out first and secure appointments in the Government service, they may exclude the sons of richer men who have higher social standing in the district, but who are too ignorant or indolent to pass the examinations; but I cannot say that they are not as well fitted socially for these appointments as the latter. Take away the element of caste, and I think it would be found very difficult to differentiate the social standings of the many boys in the Government schools.

It is perhaps needless for me to add here, that all my remarks in the above apply to the general average class of young men who have entered, and are entering, the Government service. I have nowhere said that higher education is not capable of turning out, and that it does not turn out, a class of men who are capable of filling the highest posts of administration. I have spoken of the rank and file, as I see them in their daily work in all the grades of Government service, and chiefly with reference to life in the mofussil, as opposed to life in large towns.

In conclusion, the great desideratum of the present time in my opinion is a vast diffusion of primary education in the rural districts. It should never be forgotten how important a bearing a decent system of education in the pial schools, whence come our village Magistrates and Curnums and the other οἱ Πολλόι of the official world, must have on the national development. This improvement can only be effected by raising the social status of the village schoolmaster, and putting life into his work. I should fill up too much space were I to discuss how this should be effected; and there is already much evidence on this head before the Commission. I will content myself with pointing out what I have not seen sufficiently noticed among the answers, which have been from time to time printed in the local newspapers, that the staff of inspecting schoolmasters is

undermanned, that an inferior and indifferent lot of men are appointed to do that work, and that, as far as I know, they are not even provided with a set of departmental rules to guide their conduct. It is a significant fact, that I never come across a man of this class who does not set to work to denounce education as a profession, and to beg for a transfer to a post of equal or less salary in any branch of the Revenue Department. If the inspecting schoolmasters only take up their work in this way, as a makeshift, there can be small blame to their pupils if they in their turn contemplate the education imparted to them as only the means to one end, and that end, Government employment.

EVIDENCE

TAKEN BEFORE

THE MADRAS PROVINCIAL COMMITTEE,

OCTOBER, 1882.

EVIDENCE TAKEN BEFORE THE MADRAS PROVINCIAL COMMITTEE.

THE Provincial Committee for Madras assembled on Tuesday, the 3rd of October. Evidence was taken from the 4th to the 17th October at the University Senate House. The hearing of witnesses commenced at 11 o'clock, and during their examination the Meetings of the Commission were open to representatives of the Press and to the public.

MEMBERS OF THE BOARD FOR THE MADRAS PRESIDENCY.

The Hon. W. W. HUNTER, LL.D., C.I.E.,—*President of the Commission.*

J. T. Fowler, Esq. . . . . *Chairman, Madras Provincial Committee.*

The Rev. A. Jean, D.D. . . } *Members of the Madras Provincial Committee.*
P. Ranganada Mudaliyar, Esq., M.A. }

The Rev. William Miller, M.A. . . *Secretary do. do.*

LIST OF WITNESSES FOR THE MADRAS PRESIDENCY.

Date.	Name.	Designation.
OCTOBER.		
Wednesday, 4th .	The Right Rev. Dr. Colgan . . .	Roman Catholic Bishop of Madras.
	Mrs. I. Brander	Inspectress, Girls' Schools, Presidency.
	Mrs. R. M. Bauboo	Connected with Free Church Female Education.
	Mir Ansar-u-din Sahib . . .	Presidency Magistrate, Madras.
	Dr. John Bradshaw, M.A., LL.D. .	Inspector of Schools, 4th Division.
Thursday, 5th .	Dr. D. Duncan, M.A., D.S.C. . .	Principal, Presidency College, and Registrar of the University.
	P. Vijiaranga Mudaliyar, Esq. . .	Deputy Inspector of Schools, Presidency.
	The Rev. E. Sell, B.D. . . .	Secretary, Church Mission Society, Madras.
Friday, 6th .	*For visiting Institutions.*	
Saturday, 7th .	The Rev. W. Stevenson, M.A. . .	Secretary, Free Church of Scotland Mission.
	The Rev. A. Tarbes	Superior, St Joseph's Institution, Cuddalore.
	The Rev. N. Rondy	Roman Catholic Priest, Coimbatore.
Monday, 9th .	C. M. Barrow, Esq., B.A . . .	Principal, Kérala Vidyásála, Calicut.
	The Rev. L. St. Cyr, S.J. . . .	Roman Catholic Priest.
	P. Rangayya Chettiar, Esq., B.A. . .	Superintendent of Vernacular Instruction, Christian College, Madras.
Tuesday, 10th .	The Hon. Mr. Justice T. Muttusami Aiyer, B.L., C.I.E.	Judge, High Court, Madras.
	Rai Bahadur T. Gopala Rau, B.A. .	Professor, Presidency College.
	The Rev. J. Cooling, B.A. . . .	Wesleyan Mission, Madras.
Wednesday, 11th .	*For visiting Institutions.*	
Thursday, 12th .	Mrs. Kearns	Church of England Zenana Mission, North Tinnevelly.
	The Rev. V. W. Harcourt . . .	C. M. S., Palamcotta.
	The Rev. J. L. Wyatt. . . .	S. P. G., Trichinopoly.
	The Rev. J. Hudson	Wesleyan Mission Representative, Bangalore.
Friday, 13th .	*For visiting Institutions.*	
Saturday, 14th .	V. Krishnamachariar, Esq. . . .	Curator, Central Book Depôt.
	F. A. Paulie, Esq.	
	The Rev. B. Græter	German Mission, Mangalore.
Monday, 16th .	Dr. W. H. Wilson, Ph.D., F.C.S., F.G.S.	Professor of Science, Presidency College.
	George Bickle, Esq.	Inspector of Schools, 2nd Division.
Tuesday, 17th .	C. W. Pearce, Esq.	Principal, S.P.G. College, Trichinopoly.
	The Rev. Dr. E. Chester . . .	American Mission, Dindigul.
	The Rev. J. E. Padfield . . .	Church Mission Society, Masulipatam.
	P. Chentsal Rau, Esq. . . .	Superintendent of Stamps and Stationery.

The following three also tendered evidence, though they did not appear in person, except Mr. Gallo, who reached Madras after the rising of the Commission :—

H. S. Thomas, Esq., M.C.S. . .	. Member of the Board of Revenue.
J. Sturrock, Esq., M.C.S. . .	. Collector and Magistrate, S. Kanara.
The Rev. T. L. Gallo . . .	. Catholic Priest.

Mahomed Razza Khan, of the Berar Commission, was examined by the Education Commission, Central Provinces.

The evidence with cross-examination is in the above order. Mr. Gopal Rao, from ill-health, was unable to prepare his evidence. Messrs. Paulie and Bickle could not appear.

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STANDARD LIST.

Questions suggested for the examination of Witnesses before the Commission on Education. (Witnesses are requested to select any of these questions on which they have special knowledge, or they may propose others.)

1. Please state what opportunities you have had of forming an opinion on the subject of Education in India, and in what Province your experience has been gained.

2. Do you think that in your Province the system of Primary Education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

3. In your Province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

4. To what extent do indigenous schools exist in your Province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

5. What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

6. How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in Rural Districts? Can you enumerate the private agencies which exist for promoting primary instruction?

7. How far, in your opinion, can funds assigned for Primary Education in Rural Districts, be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

8. What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

9. Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

10. What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

11. Is the vernacular recognised and taught in the schools of your Province the dialect of the people? And if not, are the schools on that account less useful and popular?

12. Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

13. Have you any suggestions to make regarding the taking of fees in primary schools?

14. Will you favour the Commission with your views; first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

15. Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

16. Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

17. In the Province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

18. If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

19. Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

20. How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

21. What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your Province, and do you consider it adequate?

22. Can you adduce any instance of a proprietary school or college supported entirely by fees?

23. Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

24. Is the cause of higher education in your Province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

25. Do educated natives in your Province readily find remunerative employment?

26. Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

27. Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

28. Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

29. What system prevails in your Province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

30. Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

31. Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

32. What is the system of school inspection pursued in your Province? In what respect is it capable of improvement?

33. Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

34. How far do you consider the text-books in use in all schools suitable?

35. Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

36. In a complete scheme of Education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

37. What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

38. In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

39. Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

40. Are any steps taken for promoting the physical well-being of students in the schools or colleges in your Province? Have you any suggestions to make on the subject?

41. Is there indigenous instruction for girls in the Province with which you are acquainted; and if so, what is its character?

42. What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

43. Have you any remarks to make on the subject of mixed schools?

44. What is the best method of providing teachers for girls?

45. Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

46. In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

47. What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

48. Is any part of the expenditure incurred by the Government on high education in your Province unnecessary?

49. Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

50. Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

51. Is the system of pupil teachers or monitors in force in your Province? If so, please state how it works.

52. Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

53. Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

54. Has the demand for high education in your Province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

55. To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

56. To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

57. To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

58. What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

59. In your opinion should fees in colleges be paid by the term, or by the month?

60. Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

61. Do you think that the institution of University professorships would have an important effect in improving the quality of high education?

62. Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire Province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

63. Are there any arrangements between the colleges and schools of your Province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

64. In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

65. How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

66. Are European professors employed or likely to be employed in colleges under native management?

67. Are the circumstances of any class of the population in your Province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

68. How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

69. Can schools and colleges under native management compete successfully with corresponding institutions under European management?

70. Are the conditions on which grants-in-aid are given in your Province more onerous and complicated than necessary?

N.B.—The serial numbers of the questions in the Examination in Chief of the witnesses refer to the numbers which those questions bear in the Standard List of queries forwarded to all witnesses and reprinted *at the beginning of this volume.*

W. W. H.

Evidence of THE RIGHT REV. J. COLGAN, D.D., *Roman Catholic Bishop of Madras.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—A long residence in India, and the information received from Catholic Missionaries scattered over a great portion of the Madras Presidency, have enabled me to form an opinion on the subject of primary education.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The basis is generally believed to be satisfactory, but the system is capable of great development, inasmuch as primary education is confined to the principal villages in the district or taluq; many villages having no schools and being too far removed from the larger villages where schools have been established.

Yes: by the encouraging of establishment of schools and by more frequent inspections and more efficient teachers.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—As a rule, primary education is sought for by the people; and if some classes stand aloof, *e.g.*, weavers, chucklers, &c., it is owing to their impoverished circumstances, as they are obliged to employ their children in helping to maintain their families. As a proof I may mention that children of the weaver class, from tender age can and do find employment in preparing materials for the looms.

The only practical exclusion arises from caste prejudice, and this remark I make in reference to village schools in the interior, where the children of the lower castes are excluded.

As a rule, the influential classes in rural districts are apathetic, taking no interest either for or against the extension of elementary education. The idea of female education in particular is entirely opposed to their views.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools are limited to the principal villages and capable of great extension. The character of instruction is very elementary, and the discipline as much as could be expected from teachers of such a class of schools.

Fees are levied from 1 to 4 annas a month.

The masters are taken from the class of Curnums and Conicopillays, and their qualifications must be very defective, as they have received no special training for teaching or school management.

I am not aware of any arrangements being in existence for supplying qualified teachers.

They can be turned to good account by providing suitable teachers and affording pecuniary aid for providing proper school accommodation.

I have no doubt as to the willingness of masters to accept State aid and in conformity with rules under which such aid is granted.

The grant-in-aid, so far as the result grant system is concerned, is more extensive than the salary grant system; the former can be further extended with great advantage in rural districts.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I am not in a position to offer an opinion as to the extent or value of home education, nor do I believe that such exists except to a very limited extent in Southern India. As a general question I answer that education in a public school is far more likely to be productive of favourable results.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Government cannot depend on private native effort, either aided or unaided, for the supply of elementary education in the district. The private agencies that exist in the country are in a great measure confined to the different missionary bodies.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—The position of a village schoolmaster does not procure for him any particular social status.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—To read or write in their own vernacular language and a fair knowledge of the four simple rules in arithmetic.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results is suitable, but should be supplemented by a capitation grant for pupils, both boys and girls composing the class below the Preparatory A. or 1st Result Standard; otherwise a large number of pupils will be excluded from a participation in the Government grant, and these, as a rule, the most deserving and in need of encouragement.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—In reference to the 70th question, the last on the list, I must say that, from my experience and from the many complaints I have heard from time to time, I believe the conditions on which grants-in-aid are given are much more onerous and complicated than is either necessary or useful. The forms required to be filled up by managers of schools are too numerous, often changed, and entail an amount of labour which is both expensive and, in their view, practically useless. I think there are but few who even attempt to wade through the "Statistical Tables" which occupy a large portion of the "Annual Reports" of the Director of Public Instruction, and for the compilation of which these various and varied forms are required. It would be, I feel, a great boon for school managers, Inspectors of Schools, and even for the Director of Public Instruction himself, if these could be simplified and then left unchanged.

My views on some of the other questions have been already expressed in the Memorial of the Catholic Bishops of Southern India addressed to the Honourable President and Members of the Education Commission, dated 31st May 1882.

Cross-examination of THE RIGHT REV. DR. J. COLGAN.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer to question 10, would you add any special lessons on agriculture?

A. 1.—I am afraid that boys at that stage are not capable of receiving any theoretical instruction, but they may receive practical instruction.

By MR. FOWLER.

Q. 1.—In your last answer I read "I think there are but few who even attempt to wade through the statistical tables."

Are you aware that one of your predecessors used such tables as a basis for applying for further aid? And does not this show at least one use to which they may be put?

A. 1.—I think one of my predecessors may have used particular parts to show the larger proportion of aid to other institutions, but he would not go through the whole.

Q. 2.—Then that would show their value to individual managers?

A. 2.—In a partial way.

By THE REV. DR. JEAN.

Q. 1.—When you say, in your answer to question 10, that reading or writing in a vernacular language, and a fair knowledge of the four rules in arithmetic, should form the subjects of instruction in primary schools, do you mean by primary schools the first or lowest standard only?

A. 1.—Yes, the first standard.

By THE PRESIDENT.

Q. 1.—With reference to answer 2 in your evidence, do you wish the Commission to understand that you think the system of primary instruction requires to be greatly extended to meet the legitimate wants of the people?

A. 1.—I think it does.

Evidence of MRS. BRANDER, *Inspectress of Girls' Schools, Madras.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—Such experience as I have on female education in India has been gained in the Presidency of Madras. I held the appointment of Superintendent of the Government Female Normal School in the Town of Madras from 1870 to 1876, and I have been Inspectress of Girls' Schools since June 1880.

Ques. 19. (c)—Are the grants adequate in the case of girls' schools?

Ans. 19. (c)—The rates of grants to girls' schools, both on the result and on the salary system, seem to me to be adequate to the work done.

Ques. 29.—What system prevails in your province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—Government scholarships in girls' schools are of three kinds:—

1. Scholarships to normal students.
2. Scholarships to pupils who pass the primary examinations.
3. Scholarships (literally school fees) to pauper children.

1. Normal scholarships, varying from R6 to R12 per mensem, are paid by the Government to students under training in the Government Female Normal School. Half-grants, varying from R3 to R6, in aid of such scholarships, are given in aided normal schools.

2. In order to encourage girls reading in Government girls' schools to pursue their studies, 10 per cent. of the total attendance of the school receive scholarships, varying from R1 to R3, on passing the different primary examinations. These scholarships must be won in a Government school, but they are tenable in any other school, and are drawn for one year.

3. The school fees of very poor European and Eurasian children are paid by the Government, under the name of "free scholarships." These fees vary from 2 to 12 annas a month and may be claimed on account of 75 per cent. of the pauper children who receive gratuitous elementary education in aided institutions.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on the subject?

Ans. 39.—The reading books and poetical anthologies used in Government schools contain many lessons, verses, and axioms bearing upon duty and the principles of moral conduct. The daily school life necessarily presents continual opportunities for moral training, and teachers are thus reminded of their responsibilities in "Standing Orders." "Every teacher will take advantage of suitable opportunites for cultivating the moral sense of the pupils entrusted to his charge, but it must be remembered that example is more efficacious than precept, and that the tone of a school will largely depend on the personal character and conduct of the master, and especially of the headmaster." Details are then given of faults specially to be guarded against. I think that the most effectual method for moral training is here pointed out. The attention of students in Normal schools should be drawn to the importance of moral training and the best means of carrying it on, but I would deprecate formal lessons and text-books on the subject?

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—In the infant and lower classes of girls' schools, marching and Kindergarten games are being gradually introduced, and in one or two schools the elder girls are drilled; but, as a rule, the attention paid to physical education in the girls' schools of Madras is insufficient. In schools for native girls it is wholly ignored. The climate of Madras rendering the inhabitants averse to physical exercise, it must be made very attractive to school-girls if it is to do them good. It seems wiser, therefore, to encourage marching, games, and dancing, and not to insist too much upon regular drill, which is tiring and, at present, unpopular. If such toys as battledores and shuttle-cocks, balls, and, where there is a play-ground, the requisites for croquet, badminton, and lawn-tennis, were added to the school apparatus and the pupils were encouraged to use them, the physical well-being of school-girls would, I think, be sufficiently encouraged. Most of the school buildings are fairly large and airy, but some are too small and wanting in ventilation.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—In indigenous schools for boys, it is not unusual for a few girls to be received and taught with their brothers. Many indigenous schools which are improved by inspecting schoolmasters and are finally brought into the Department and examined for result grant, are, at first, mixed schools. It then often happens that the number of girls increases, they are separated from the boys, and form a girls' school. Indigenous schools for girls alone exist, but they are few. The instruction given is very elementary, including some knowledge of reading and writing in the vernacular, but usually excluding all else, even arithmetic and needle-work. After such schools are improved and rendered eligible for a grant, the subjects taught are, of course, those prescribed in the Grant-in-aid Code.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—There are, in this Presidency, a Government Female Normal School in the Presidency town, and according to the latest published statistics, 16 Government, 15 Municipal, and 13 Local Fund girls' schools in different parts of the Presidency. The Normal school was established in 1870 to provide trained native mistresses for the girls' schools. Of the other Government girls' schools, nine came into the charge of the Government when they resolved to relieve the Local Fund Boards and Municipalities of all charges connected with girls' schools. This was, I think, in 1875. The rest have been taken over subsequently, at the request of the managers. In addition to this, Government aid is granted to 338 girls' schools, of which 7 have high and 15 middle departments. The total number of pupils in all the above schools in 1880-81 was 17,496. The character of the instruction imparted in most of these schools is elementary. I think that most of the subjects taught are well chosen and are closely related to the daily life of the pupils, but I should like to see elementary science (or at least a knowledge of common animals, plants, and objects) recognized as a necessary part of the curriculum and better provision made for infant teaching. But while the subjects themselves are generally good, the manner of teaching them is bad. Both the teaching and learning are too much by rote. Oral instruction is almost unknown, and where it is attempted it is too often a failure. I do not think that these defects are due to any want of zeal or energy on the part of the teachers, but simply to want of training. My experience is that teachers here are anxious to improve and very ready to take advantage of any hints that are given to them. I would strongly advocate the establishment and encouragement of Normal schools, and I think that it would have a powerful influence for good if it were announced by the department that, after the lapse of a certain number of years (say 8 or 10, or more), no female teacher employed in a girls' school would receive Government aid, unless possessed of a Normal or Ordinary certificate, according to the definition of those certificates in the Grant-in-aid Code, and that one with a Normal certificate would be eligible for a higher grant than one with an ordinary certificate. Such a rule is, if I mistake not, already in force for teachers in boys' schools aided on the salary grant system. I fear that in result schools the teaching is even more by rote than in others. It is discouraging to find how completely much of the knowledge gained under one standard is forgotten, while the pupil is preparing for the next standard. It might be useful if some recapitulation of the work of the previous standard were required as a condition for passing all standards but the first. This need not add much to the work of inspecting officers, as they might be

required to re-examine in only one subject, but as that subject would not be announced beforehand, and would vary according to the will of the inspecting officer, it would be necessary for the pupils to keep up the whole of their old work, in order to be prepared. In all schools established for the poor it would, I think, be a great boon if industrial training were encouraged in every possible way. As far as my experience goes, the schools for the very poor are established chiefly by religious societies. The children receive a meal of curry and rice every day, a suit of clothes once or twice a year, and are charged no fees. This treatment is certainly generous, and I am told that it is necessary to insure the attendance of the children, but it cannot foster self-respect in the children or their parents and, as no trade is taught, the pupils pass from the school without the means of earning a livelihood and with habits the reverse of self-reliant. Might not the bad moral effects of this charity be to some extent diminished and the future condition of the pupils improved, if some simple industry were made part of the school course, and a grant were allowed for every pupil who showed a stated amount of competence? Grants are already sanctioned for tools for industrial schools and for salaries for instructors. But to obtain these grants, regular industrial schools on the salary grant system must be started, and I know of no managers who have yet seen their way to begin such undertakings, at least for girls. If, also, result grants for industrial work were sanctioned, it might be possible to open industrial classes in the result schools already existing, especially in those for the poor. I cannot but think that this instruction would be very valuable, not only in preparing the pupils to eventually earn a living, but also in training them to use their hands and to be self-reliant. It would be necessary, to some extent, to choose occupations that are not monopolised by certain castes, as, otherwise, the pupils would have no chance of practising their industry after leaving school. In girls' schools, such occupations as the manufacture of the paper flowers and garlands used at festivals, the little silk native bags and tassels, baskets and mats of rattan and palmyra leaf, native toys and pith models, might be introduced. In schools attended by girls of artisan castes, as weavers, fishers, or goldsmiths, instruction in the industry of their caste might be possible and even popular. It was once suggested to me by a caste man, head master of a Government girls' school, that if caste girls were taught goldsmith's work, they would find plenty of occupation, because they would carry on their work in the presence of their employers, the caste ladies, who at present have to part with their jewels when they wish to have them mended or re-set. In schools for rich caste girls, industrial training, except in needle-work, is of course unnecessary. The problem in their case is how their education is to be carried on after the age of ten or eleven, when they leave school. The Zenana teachers of the Missionary societies have, I think, indicated the best course. They attend native houses in the character of daily governesses, and continue the education of those girls who have left school. There seems to be an increasing demand among native households for this continued education, and to extend it, and make it as efficient as possible, seems to be the only way to adequately provide for the education of Indian ladies of the higher classes. With this end in view, it is very desirable that the work should, wherever it is possible, be thrown open to Government inspection and should, at the same time, receive Government aid. I am thankful to say that a rule has lately been added to the Grant-in-aid Code, providing that, subject to certain conditions, grants may be sanctioned in aid of the salaries of teachers employed in such home education. Thus it is likely that efficiency and permanency will be secured for the work. The agents of the missionary societies are not sufficiently numerous to supply the demand for home teaching, and there are many households in which they are not welcome. It is therefore satisfactory to find that secular agencies, notably the National Indian Association, are coming forward also to join in the work.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—There are many elementary mixed schools in the Presidency, most of them being for Eurasians. As far as I have been able to judge, they work well.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—The question of providing teachers for girls' schools in India is a most difficult one. Theoretically, schools for Native girls should in my opinion be officered entirely by well-trained mistresses of their own caste. The influence of such mistresses over their pupils would be good, needle-work and hygiene could be better taught, good habits better inculcated, infant teaching would improve, the elder girls would remain at school longer than they now do, girls' schools would be more popular with parents, and the schoolmistresses would be readily admitted to the homes, to continue the education of girls who had left school. It is to be hoped that the time will come when all this may be possible. At present it is a rare exception to find a caste girl of respectable family who is willing to so far depart from custom as to become a teacher. Among Native Christians the same customs are not so rigid, and some of them become good teachers, but there are difficulties in the way of employing them, except in their native place. Some Eurasian girls are now qualifying themselves, by studying the vernaculars, to take charge of Native girls' schools. I think that it is necessary for Managers and Inspectors to diligently enquire for girls willing to become teachers. If they are suitable, they should be sent to the nearest Female Normal School, care being taken that a respectable home is provided for them. When their training is over, they should return to their native town or village, live with their own family, and teach in the girls' school there. Where such arrangements are not possible, it is, I think, usually better to employ male teachers.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—In schools aided on the salary grant system, schoolmistresses are eligible for higher grants, with lower qualifications, than schoolmasters. In schools aided on the result system, the grants for girls are 75 per cent. higher than those for boys, and girls can earn a grant for needle-work, which boys cannot. I think the distinction in favour of girls is sufficiently marked.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—The appointment of Superintendent of the Government Female Normal School has hitherto been held by European ladies, and the Secretary of State has recently been requested by this Government to appoint another European lady to that post. The Superintendents of many of the schools belonging to the Missionary and other Societies and many of their Zenana Agents are European and American ladies. Committees of influential ladies undertake the management of some of the leading schools. The chief of these in the town of Madras are the Committees of the Civil and Military Female Orphan Asylums, other Orphanages, and the Hobart School for Muhammadan girls.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—I think that the returns required from Government and aided institutions and also from inspecting officers are too numerous and too complicated. The time and labour spent upon preparing them seems excessive, and is, of course, so much withdrawn from the work of education. I do not think that admission to examinations and the payment of grant should depend upon such matters as protection from small-pox, although managers should use their influence to induce teachers and pupils to be vaccinated.

Cross-examination of MRS. BRANDER.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—With reference to answer to question 45, is it your opinion that the subjects of examination for results grants to girls' schools are inappropriate?

A. 1.—I think not.

Q. 2.—Or that the standards are too high?

A. 2.—No. I think they are not too high.

By MR. FOWLER.

Q. 1.—In answer to question 42 you say "I would strongly advocate the establishment and encouragement of Normal schools"—Would pupils for such schools be forthcoming?

A. 1.—I think they would be forthcoming in increasing numbers.

Q. 2.—Do the results in the Madras Female Normal School justify this opinion?

A. 2.—No, but I think that school has not had a fair chance, and that its failure has been due to causes now removed; and pupils of the right kind are now coming forward in larger numbers.

Q. 3.—Would you advocate the re-introduction of capitation grants in girls' schools?

A. 3.—I have had no experience of the working of that system, and do not know how it would act.

By THE REV. WILLIAM MILLER.

Q. 1.—May I ask whether the following statement of the proportion of aid extended to female education, which I take from the last Report on Public Instruction, represents something like the true state of the case, *viz.*—

(*a*) Proportion contributed from public funds to aided girls' schools throughout the Presidency at large=30 per cent. of their entire expense.

(*b*) Proportion contributed from public funds to aided girls' schools in Madras=27 per cent. of their entire expense.

(*c*) Proportion of entire expense borne by public funds in Government girls' schools =98 per cent.

A. 1.—I cannot answer without the figures before me or without verifying them.

Q. 2.—Setting aside the question of whether the amount of aid is adequate *for the work done*, may I ask whether aid to the amount of 27 or 30 per cent. of the entire expense is sufficient to encourage those who might help in meeting the many difficulties incident to female education, especially considering that in schools managed by the Department it is found necessary to resort to public funds for aid more than three times as great as that which is given to private parties?

A. 2.—I am not able to judge of what amount of encouragement would be sufficient, because what might be sufficient for one might not be for others.

Q. 3.—May I ask whether it would not be better if Government spent the sum it is able to afford for scholarships to girls in a way that would stimulate and reward the pupils in all schools equally?

A. 3.—I think that it would be well if grants-in-aid of scholarships were given in aided schools.

Q. 4.—Although the grant for a girl who passes a certain standard is 75 per cent. higher than for a boy who passes it, am I not correct in saying that the standard is the same for girls as for boys; and, if so, may I ask whether, in the present backward state of female education, it would not be well to have standards for girls lower, as well as the reward for passing higher, than in the case of boys?

A. 4.—I think that the standards are at present quite low enough.

By THE REV. DR. JEAN.

Q. 1.—If I understand you well, you do not approve of Hindoo girls being drilled for the present, do you?

A. 1.—I should approve of it, but not insist where it is unpopular.

Q. 2.—Besides ladies connected with Protestant ministers and European Nuns, do you know of other European ladies who take share in the promotion of Female education in Southern India?

A. 2.—The Superintendents of some girls' schools are unconnected with missionaries. There are Committees of ladies.

Q. 3.—In reference to your answer to question 43, have you no objection to boys being mingled with girls in mixed schools? Are you aware that there is a strong popular feeling against mixed schools in Southern India?

A. 3.—My answer referred to Eurasian and elementary (for very young children) mixed schools. But I am aware of the popular feeling against mixed schools.

Q. 4.—In your answer to question 42 you propose that Government should make it a rule to give aid only to female teachers who are possessed of a Normal or ordinary certificate. Do you think that if the measure were adopted, a sufficient supply of female teachers would still be found?

A. 4.—If the rule were announced now, and a time fixed, eight or ten years hence, to put it into execution, the supply would be ready at the time.

Q. 5.—Would you not exempt from that rule such female teachers as are now, and have been for years, employed in teaching?

A. 5.—No; all should have a Normal or an ordinary certificate ten years hence.

Q. 6.—Were girls to be examined not only on the matters seen in the course of the present year, but also on the subjects of the previous years being recapitulated, would not the standard of examination, which some find very high and difficult as it stands in the case of girls, become too difficult?

A. 6.—I think that the standard would not be too difficult, even though the subjects of the preceding years were recapitulated.

By THE PRESIDENT.

Q. 1.—With reference to answer No. 29 in your evidence, is it possible for a girl studying in a girls' school to obtain a Government scholarship and to hold it in an aided school? In short, must a girl go to a Government school in order to win a Government scholarship?

A. 1.—A girl must go to a Government school to win a Government scholarship under the present rules. Those rules are now under reconsideration, and I understand the point is being discussed whether such scholarships should not be made available for aided schools.

Q. 2.—With reference to answer No. 42 in your evidence, is the supply of female teachers at present equal to the demand?

A. 2.—The present supply is quite inadequate to the demand. It is, however, slowly increasing.

Q. 3.—You have spoken of "daily governesses" in private native families, and of "secular agencies" for Zenana teaching. Have you had any personal acquaintance with the work of such governesses and secular agencies, and if so, will you favour the Commission with further details?

A. 3.—I have a personal acquaintance both of the daily governesses and of the secular agencies. The daily governesses have hitherto been exclusively connected with Missions, both European and native.

A few native gentlemen have, however, employed Eurasian and European governesses unconnected with Missionary Societies. The National Indian Association, of which I am Secretary, started this work last July on a primary secular basis, with two governesses. One of these ladies is a Native Christian, and the other is a Mudaliyar (good Sudra caste). The experiment has only been three months in operation. The native families have welcomed it, and pay fees of 8 annas to 2 rupees per mensem for a lesson of about 2½ hours a week. Most of them also subscribe to the National Indian Association, which is raising a fund for this object, and in time the movement will become self-supporting. The Government has promised to give a grant of half the salary to such ladies on certain conditions. I put in evidence the rules in full.[1] I am very hopeful about this secular movement, for it is the work of the leading native gentlemen themselves. I think, however, that the rules for giving grants for home female teaching should be rendered more easy to be complied with. And I have reported to the Director of Public Instruction that I could not comply with the present rules.

Q. 4.—With reference to answer No. 44 in your evidence, have you studied the very successful method adopted in the Central Provinces for training young schoolmasters' wives as teachers, and then setting up the young couple in some town or village where both a girls' and a boys' school is required? Have you tried that system in Madras?

A. 4.—I have not heard of this system. It has not been tried by the Education Department in Madras.

Q. 5.—Do you think that male inspection is suitable or possible for girls' schools of good castes: and, if enforced, has it any effect in inducing the girls to leave school at an earlier age than they might otherwise remain?

A. 5.—I do not think it so suitable as female inspection. But I have not heard any specific complaint on this head. I am the only lady Inspectress in the Madras Presidency. My jurisdiction extends only over about 130 schools in Madras Town, and the Chingleput and Nellore Districts, and in certain towns in Tanjore. My impression is that in most schools the teacher and pupils prefer to be inspected by a lady. I would advocate the system of inspecting girls' schools throughout the Presidency by means of lady Inspectors. There is only one Deputy Inspectress of Schools in the Madras Presidency. I would certainly advocate the increase of these officers, if efficient ladies can be obtained for the purpose.

Q. 6.—Will you kindly state the rules alluded to in answer 70 of your evidence with reference to making the payment of grants to schools dependent on their protection from small-pox?

A. 6.—The system I refer to is practised by the Madras Municipality as regards girls' schools, not by the Government. The vaccinator goes round

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[1] NOTIFICATION.

No. 52.—The Right Honourable the Governor in Council is pleased to sanction the following addition to Rule 46 of the Grant-in-aid Code:—

(*b*) Grants-in-aid of the salaries of qualified female teachers of Hindu and Mahammadan girls pursuing their studies in private houses may be sanctioned by the Director of Public Instruction according to the scale laid down in Rule 43, provided (1) that the teacher is employed by the Manager of a Girls' School, or by a regularly constituted Committee, Society, or Association; (2) that the current accounts, the list of establishment, each household class, together with the time-table, the scheme of studies, and register of attendance, so far as secular instruction is concerned, are subject to Government inspection; (3) that the instruction given does not fall below that prescribed for the 4th Standard; (4) that each pupil receives instruction, according to the standard in which she may be studying in one or more languages, in Arithmetic and in History and Geography; (5) that such monthly fees as may be from time to time prescribed are levied; (6) that the total number of pupils under instruction shall not be more than fifteen and not less than three in any one household; (7) that the pupils under instruction be not less than twelve or more than twenty-five years of age; (8) that the teacher devote to each household class not less than four hours, and in the aggregate to all the classes not less than twenty hours, weekly.

(Signed) C. G. MASTER,
Chief Secretary.

the schools a fortnight before my inspection, and certifies to the number of girls protected by successful vaccination. I am only allowed to recommend a grant on the number thus certified. In all cases the teachers must be protected by successful vaccination or small-pox, in order that I may recommend the school for a grant. No Government scholarship can be held by a girl who is not certified as protected by small-pox.

Evidence of MRS. R. M. BAUBOO, *Free Church Mission Girls' Schools, Madras.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been associated for over 20 years in the management of the Caste Hindu girls' schools of the Free Church of Scotland Mission, and in carrying instructions to the homes of Hindu ladies in Madras. I can only, therefore, attempt to submit brief replies to the questions relating to female education in this part of India.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—Hindus living in this part of the country, if they are not now opposed, are still indifferent to the education of their females. The difficulties in inducing parents to send their girls to school, and in keeping them under instruction for any length of time, have been hitherto so great, that masters of indigenous schools have not attempted to educate them in any numbers. Here and there, a child or two was to be found attending, for a very limited period, schools set up for boys; and the instruction given there was of a very elementary character, embracing, as it did, spelling and reading, without understanding the meaning, simple addition in arithmetic, and a little writing. There have also been a few instances in which girls were encouraged by their parents to keep up the habit of reading; but the books they read were generally of the most worthless character, and "sometimes of a morality that could scarcely be called doubtful." The Maharajah of Vizianagaram with his well-known liberality founded, within the last few years, five schools for Hindu girls in Madras. Other native gentlemen, like Streenivassa Pillay, a late Trustee of Patcheappah's Charities, have also provided means for the establishment of a few girls' schools. These schools, in which instruction is provided according to the standards laid down by the Director of Public Instruction, owe their origin to the enlightenment and education which their promoters received from the West, and will not therefore, I think, be regarded as indigenous schools. The same must be said with regard to three or four schools which have been brought into existence mainly by the encouragement given under the Grant-in-aid Code.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—The Education Department of Government did nothing directly for the instruction of girls until the late Miss Carpenter in 1867 turned their attention to it. The agitation which that lady kept up, led to the opening of the Government Female Normal School in 1870, for the purpose of training native schoolmistresses. This was the first school that Government opened for females in this part of India. In January 1875 they took over the management of ten Municipal and Local Fund girls' schools in the Nellore, South Arcot, North Arcot, Salem, and Tanjore districts, which contained 365 girls. In 1881 the number of Government schools increased to twelve, which were attended by 564 girls; 536 of these girls were in the Lower Primary Department, while only 28 belonged to the Upper Primary. The course of instruction provided in these schools is that laid down by the Director of Public Instruction for boys, excepting English, for which a little plain needle-work is substituted. This course, which is suited for boys, is found to be somewhat high for girls, who are generally very young, and who are allowed to attend school only for about 2½ years on the average. In arithmetic, the portion required should be limited to simple and compound rules, a knowledge of which is considered by the people to be sufficient for all practical purposes, and instead of teaching separate text-books on agriculture and hygiene, selected portions should be introduced into the readers, on the plan adopted by Dr. Murdoch of the Christian Vernacular Education Society in the series published by that Society. The time thus saved should be devoted to a little fancy needle-work, such as Crochet, Knitting, Embroidery, Crewel, and Berlin work, which affords peculiar attractions to the young, and to a little physical training, which is now utterly neglected in girls' schools.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Mixed schools, with all that may be said in their favour, are not suited to Hindu children. The total absence of home training, the habits of thought and life to which the children from their early years get accustomed in their own homes, and their precocity, make the mixing of boys and girls in schools objectionable. The feeling of Hindu parents is strongly against it.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—If respectable Hindu women can be induced to attend Normal schools for being trained, that will be the best method of providing teachers. But Hindu opinion is still against women of this description taking to the profession. Non-Christian Hindu women, who have any regard for the rules of their society, rarely venture to become teachers. To set women of weak character as teachers leads to serious difficulties by rousing up old prejudices against female education in this country. The failure of the Government Female Normal School, so far as the training of native teachers is concerned, even after a trial of 12 years, must, in a very large measure, be traced to this difficulty. Colonel Macdonald, the late Director of Public Instruction, admitted "that a mistake was made originally in commencing with a Normal school" for Native females. The plan, that is likely to succeed in

the present state of Hindu society is gradually to form a Normal department in connection with a few well-organised girls' schools in Madras, which their promising pupils may be induced, by means of scholarships, to join; and to appoint a training mistress to visit them regularly, for the purpose of giving model and criticism lessons. This plan, in my opinion, will succeed best, and will be found to be the most economical for supplying Hindu mistresses for girls' schools. This does not apply to the training of native Christian and Eurasian school-mistresses, who attend Normal and other professional schools without much difficulty.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—The concessions made in favour of girls' schools, in the new Grant-in-aid Code of Madras, are slight. Practically they are treated very much like schools for boys. Grants are given to girls' schools under the results and the salary grant systems. Under the results system, the grant to girls' schools are declared to be 75 per cent. higher than those given to boys' schools. But to secure these, girls have to pass the same examination and to score the same proportion of marks as boys, the standards of examination being the same for both. It is found that generally girls cannot successfully overtake the portions prescribed for boys, and are therefore practically shut out from receiving the encouragement which the Grant-in-aid Code appears to offer.

Turning to grants under the salary system, I venture to think that they do not fully meet the present circumstances of girls' schools. Half-salary grants are allowed by the rules, as in the case of certain masters in boys' schools, to mistresses holding Normal or ordinary certificates. A third salary grant is assigned to uncertificated mistresses who have passed the Higher, Middle School, or Special Upper Primary Examination. "In peculiar cases, when a qualified mistress cannot be procured, a salary grant of one-third may," it is said, "with the sanction of Government be 'also' assigned to a mistress approved by the Inspector."

The benefit contemplated by this last rule has been denied to mistresses who have been long in the service of girls' schools, and who, before the present Code came into operation, received a salary grant of one-third.

It is not easy to find, at the present stage of female education in this country, native mistresses who have passed the Higher, Middle School, or Special Upper Primary Examinations. Much more is it difficult to find mistresses with Normal or ordinary certificates; very few native mistresses have been able to qualify themselves either for half or one-third grants. But even in their case, unless they belong to the lowest grade, if they had not passed in two languages, the grant specified is reduced by a fourth part.

In the absence of qualified schoolmistresses, masters are employed in large numbers, as they will be, I fear, for a good many years to come, in girls' schools; and the grants allowed to them are precisely the same as those they would receive in boys' schools, *viz.*, a third, a fourth, or a fifth of their salary, according to the examinations they may have passed, though they appear to require special inducement to take up the instruction of girls, which they regard as humiliating.

But in the present state of things, the expense on teachers is not the only charge in girls' schools,—girls will not be sent by their parents *alone* to school. Matrons have to be employed to conduct them. Nothing is allowed in the rules towards the cost of this indispensable agency. Neither are any grants given towards the salaries of school-servants and contingencies. The fees paid in a large number of girls' schools are barely sufficient to pay the wages of the matrons employed in them. Girls' schools therefore cost their managers more than boys' schools; and the help actually accorded to them, under the grant-in-aid rules, is neither "large in amount" nor given on "less onerous terms." If a distinction is made between boys' and girls' schools, it is barely perceptible.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—Several of the most flourishing girls' schools in Madras owe their origin to the self-denial of some, and the warm support and sympathies of other, European ladies interested in the cause. Much of the progress already made is due to the personal influence which many of them successively brought to bear upon the movement. A number of them have superintended and taught in schools, besides visiting the homes of respectable Hindus for the purpose of instructing young ladies there. A few native ladies also, it must be acknowledged, took a prominent part for several years in promoting female education. Much of the present prosperity attending it in and around Madras must be considered to be the result of the united labours of both Europeans and natives. In former years, ladies of high rank and position regularly visited the schools and Zenanas, and manifested their personal interest in the progress of the pupils. Others, who were not able to do so, supported the work liberally by their sympathies and contributions. One or two held intercourse with Hindu ladies, by inviting them to Soirees and garden parties, art and needle-work exhibitions, and conversaziones, where, with the help of competent lady translators, much useful and entertaining knowledge was communicated. These efforts, simple and inexpensive as they were, tended to kindle in the hearts of Hindu women a desire for education and refinement. Intercourse of the kind I have referred to, if carefully arranged and regularly carried out, will be helpful to the cause of female education. If ladies will be induced to visit occasionally the schools and Zenanas, they will see much in them to awaken fresh interest and to call forth their sympathies. Ladies may effectually help the work if they were to offer special prizes or scholarships to pupils who distinguish themselves in their studies, and now and again to present schools with needle-work patterns, instructive diagrams, models, and other useful apparatus. Something may also be done if those who can afford the time and the expense will provide innocent sports and amusements in connection with girls' schools from time to time.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—The tendency of the educational system, as hitherto pursued in connection with girls' schools in Madras, has been to reduce them all to one dead level with schools for boys, as regards their organisation, the choice of text-books, and the portions to be studied in the year. The Standing Orders for Government schools make no distinction between boys' and girls' schools, beyond requiring girls' schools to teach needle-work and songs in the place of English, the study of which by girls is not compulsory. The slightest deviation, even in aided schools, from the course laid down in the Standing Orders is condemned as a defect, and attention is called to it. The three examinations introduced by the educational authorities recently, encourage a system of cramming and otherwise act injuriously on the mental development and growth of the little girls, who from their very constitution are incapable of bearing much strain.

A course of study better suited for the age, circumstances, and requirements of Hindu girls should be introduced. Competitive examinations for prizes between the various schools in a town or district, would be sufficient to create and sustain a healthy emulation among the children, professional examinations being open to such as may desire employment.

The rules in the present Grant-in-aid Code appear to be defective in several respects. One or two points may be mentioned. A mistress who has passed the third grade or lowest examination for schoolmistresses in one language, is entitled to draw a grant of ₹15 if in possession of a normal or ordinary certificate; and a grant of ₹ 10 if she has passed only the general education test. But if the same mistress goes up for the Second Grade Examination, and passes it in one language as before, her grant is reduced to ₹ 11-4 or ₹ 7-8. Mistresses who pass the first grade or highest examination suffer in a similar way. So that native mistresses have no encouragement whatever to seek higher qualifications.

The number of returns which schools have to send in to Government is becoming a source of considerable trouble and labour; and the forms in which these returns are required to be made so frequently change that managers, besides keeping up an office establishment, have to incur miscellaneous expenses in printing forms, &c., towards which nothing is contributed by Government.

Managers of schools, when there are more schools than one under their management, are obliged to appoint a superintendent over them. And though such superintendents devote their whole time to the active supervision of these schools, and work more than six hours a day, which is more than the time that teachers are required to work, yet Government make no allowance whatever towards this large item of expenditure.

Salary grants are not allowed to a girls' school "until a fairly suitable building has been provided," and "an average attendance for three months, of at least 20 pupils," is shown. But for this limitation as to building and the number of pupils, some Hindu women, who have received a fair education, may be induced to help the extension of Female education in Madras, by opening and conducting small schools in their own houses.

In Madras, girls' schools have been opened within a few yards of each other. The competition between these schools has been very unhealthy both in the matter of fees and general discipline when, in the Upper Primary classes of some Mission schools, a fee of 8 annas is levied, only a half of this rate is demanded in others of the same standard. Children are allowed to change one school for another frequently. The Educational Department of Government have done nothing to prevent the evils arising from these practices. On the other hand, they have themselves opened their only girls' school in Madras close by other schools; and levy fees lower than those demanded in them. Mr. E. B. Powell, a former Director of Public Instruction, said with reference to this matter that "the evil of an extremely low fee is visible in the unsatisfactory attendance in some aided schools; it is acknowledged by all that, to be valued, education must be paid for, not merely nominally, but with a price that involves some little sacrifice."

The course of studies required to be pursued in girls' schools is admitted to be high. Those who are deputed by Government to examine and report upon them, not only overlook this, but also appear to have no settled views both as to the mode of examining a class and the standard of attainment to be expected in it. In the absence of a settled procedure, some schools are criticised severely, while others, where the education given is not much better, are more favourably reported on. In a few cases, educational officers appear to be more deeply interested in schools of their own department, than in schools managed by other agencies. This sometimes leads to injustice. Managers of schools rarely get an opportunity of submitting their explanations before the reports of these educational officers are reviewed.

Government girls' schools are so very few, that educational officers seem to know almost nothing about the difficulties which have to be encountered in conducting female schools. A representative Board of education would be found helpful to the Director of Public Instruction in matters relating to female schools. Many of the defects which now exist would be effectually removed, if the control of female education in this Presidency were placed in the hands of such a Board, over which the Director of Public Instruction should preside.

Cross-examination of Mrs. Bauboo.

By Mr. P. Ranganada Mudaliyar.

Q. 1.—With reference to answer 47, para. 3, is not the discrepancy you draw attention to due to some peculiar circumstances of the case, and not to the inadequacy of the scale of grants prescribed in the Code? I see from the Code that the maximum grants for schoolmistress of the second grade are ₹30 for holders of Normal and ordinary certificates, and ₹20 for those who have passed the General Education Test. Is that so?

A. 1.—I wish it to be understood that this is the general rule, and that I know of one or two instances which *bear* out my statement.

Q. 2.—In connection with answer 47, para. 7, do you think that the Educational Department could prevent the evils arising from the practices you refer to?

A. 2.—Yes, I think it could by making the levy of a certain scale of fees compulsory.

By Mr. Fowler.

Q. 1.—In answer to question 45, you say "girls' schools are practically shut out from receiving the encouragement which the Grants-in-aid Code appears to offer." Is not your objection really to *the standards*, and not to the rates of grant?

A. 1.—The standard being so high the grants cannot be obtained.

Q. 2.—In answers to question 45, again, you say "a third salary grant is assigned to uncertificated mistresses who have passed the Higher, Middle School, or Special Upper Primary Examination." What must such mistresses do to obtain an *ordinary* certificate to entitle them to one-half grant? Is it not to satisfy an Inspector in teaching, and to pass an examination in method?

A. 2.—Yes, if they have long experience.

Q. 3.—Further, in the same answer, you remark "If a distinction is made between boys' and girls' schools, it is barely perceptible." Is it not true that results grants to girls' schools are 75 per cent. higher—also that an ordinary certificate to a female teacher carries a *one-half* grant, while in a boys' school the same ordinary certificate carries only a one-fourth grant? Can these distinctions be said to be 'barely perceptible'?

A. 3.—The difference is not so great as it seems, from the greater expense of maintaining girls' schools—difficulty in complying with the rules—fulfilling the various conditions.

Q. 4.—In the same answer quoting the rule that "In peculiar cases when a qualified mistress cannot be procured, a salary grant of one-third may, with the sanction of Government, be also assigned to a mistress approved by the Inspector,"—you say "The benefit contemplated by this last rule has been denied."—Can you specify cases, and give the grounds of the refusal?

A. 4.—I have no information of the grounds—I know of one such case in the Black Town school; and one in the Madras girls' school.

Q. 5.—In answer 47 you say, "But if the same mistress goes up for the Second Grade Examination; and pasess it in one language as before, her grant is reduced to ₹11-4 or ₹7-8." Are you aware that there is a special rule providing that, when there would be such a reduction, the teacher is still allowed to draw the same grant?

A. 5.—I am not aware.

Q. 6.—In answer 47 you say:—

"In Madras, girls' schools have been opened within a few yards of each other. The competition between these schools has been very unhealthy, both in the matter of fees and general discipline. When in the Upper Primary classes of some Mission schools a fee of 8 annas is levied, only a half of this rate is demanded in others of the same standard. Children are allowed to change one school for another frequently. The Educational Department of Government have done nothing to prevent the evils arising from these practices."

What steps could the Educational Department have taken?

A. 6.—I am not able to state.

Q. 7.—You say "Those who are deputed by Government to examine and report upon girls' schools appear to have no settled views both as to the mode of examining a class and the standard of attainment to be expected in it." Will you kindly state on what you base this statement?

A. 7.—On my own experience: they sometimes examine in a hurry.

By the Rev. William Miller.

Q. 1.—If managers of girls' schools were encouraged by grants being given on account of matrons, and by such other concessions as you refer to in your answer to question 45, do you think that there would be any speedy or considerable extension of Female education?

A. 1.—Managers of girls' schools have already shown themselves to be so earnest in the cause that I believe, if increased aid is given to their schools, they will be glad to lay out the money they may save from their present expenditure in opening new schools and in extending their efforts to localities which are now unprovided for. There will thus be a great extension of Female education in the land.

By the Rev. Dr. Jean.

Q. 1.—In your answer to question 45 you say that "girls will not be sent by their parents alone to shools;" that "matrons have to be employed to conduct them." May I understand that you have in view only girls in Madras?

A. 1.—In Madras only.

Q. 2.—In answer to question 47 you say that the Educational Department have done nothing to prevent the evils arising from girls changing one school for another. Do you not think that this is a matter which would better be arranged by the heads of schools themselves, and with which Government could hardly interfere?

A. 2.—I think that Government could make the same fees compulsory for all schools.

Q. 3.—According to you, not only fees should be levied in all girls' schools, but they should not be "extremely low." Again, please tell me whether you apply this to Madras only, or to the mofussil also.

A. 3.—To both.

Q. 4.—Even if the levying of the smallest fee would at once make the school empty, which I think would be the case in many places in the mofussil?

A. 4.—I think that some fees must always be levied, else people would set no value on education

By the President.

Q. 1.—May we understand from answer 44 in your Evidence that the Normal School at Madras has failed to produce a supply of respectable female teachers adequate to the demand?

A. 1.—Yes, as regards native female teachers who are not Christians.

Q. 2.—Permit me to describe the system adopted in the Central Provinces, of training as teachers the wives of schoolmasters and then setting up the young couple in a place where both a boys' and a girls' school are required. Do you think such a system could be worked in this Presidency?

A. 2.—I hardly think so. Native women who are of the rank of schoolmasters' wives would object to be professionally employed in any way, unless they were very poor.

Q. 3.—With reference to answer Nos. 45 and 47 in your Evidence, it has been stated to the Commission in some provinces that one great discouragement to female education arises from the fact that Government now applies to girls' schools the test and standards which it applies to boys' schools. These rules are now quite properly applied to boys' education, but had they been applied at first to boys' schools, boys' education would have been checked and discouraged. Does this state the gist of your objection to the present Departmental rules?

A. 3.—Yes, that exactly states my objection. Moreover the boys are older than the girls when they come to school, and the tests and standards, and course of studies suitable for boys, are not suitable for little girls, all of whom leave school before eleven.

Q. 4.—With reference to the same answers in your evidence, do you think the present system tends to check female education, by forcing all private effort into rigid official moulds?

A. 4.—It checks private effort.

Q. 5.—Do you think male inspection suitable for girls' schools, or would you introduce lady Inspectors and Deputy Inspectresses, Native and European?

A. 5.—The teachers and children would feel greater freedom under examination by female Inspectors and Deputy Inspectresses.

Evidence of MIR ANSUR-U-DIN SAHIB, *Presidency Magistrate, Madras.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—As a Revenue Officer, I have had opportunities of forming an opinion on the subject of education in India; and my experience was gained in several districts of Southern India, notably, Chingleput, North Arcot, and Cuddapah districts.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—In connection with the general subject of primary education, I think that it has been placed on a sound basis; but I am not prepared to say that it is capable of development up to the requirements of the community; for my long mofussil experience inclines me to point out the evil generally complained of, *viz.*, that primary education is now particularly limited to the principal towns or villages; so that the people of the neighbouring small villages, who live from hand to mouth, cannot afford to send their children to a distance of 3 or 4 miles for the purpose of their education, partly owing to the loss of money, time, and labour, which they would more profitably employ for their daily earning. It is therefore desirable that each and every village should be indiscriminately supplied with a pyal school at least, encouraged on the grant-in-aid or result system. The course of instruction in some of the grants-in-aid schools is such as to meet with little or no success; for instance, in the Muhammadan School of Old Arcot, the standard is so low as to actually discourage many boys from further prosecuting their studies there and cause them instead to resort either to Chittoor or Madras: want of means, however, prevents them from so doing largely. I can therefore safely suggest that the standard of such schools should be gradually raised, as the boys advance, so as to meet the requirement of the day, and thus obviate the difficulty now actually experienced.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—I can say that primary instruction is generally sought for by the people, but that there are certain classes who actually hold aloof from it, such as, Chaklars, Coravers, Vudders, Yanadies, &c. These are the low-born classes of the labouring community, and in following the practice of their forefathers, existing from the time immemorial, they naturally abstain from education. The attitude of the influential classes towards the extension of elementary knowledge to the above-named low-caste people may be said to be a contemptuous one.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of Primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—The augmentation of primary schools depends entirely on the demands of elementary students. If the present system in respect to elementary schools is modified by the adoption and general establishment of a new curriculum, I think it would then answer the object in view. There are elementary schools in the outskirts of the Presidency town, where the standard of knowledge imparted is so low that no opportunity is available to those who desire higher culture; such seekers after knowledge have either to give up their desire altogether to acquire higher knowledge and be content to stagnate in their ignorance, or to resort at considerable expense to the schools maintained in the Presidency towns. Here the question arises as to why those students who are inclined to advance in learning should not endeavour to obtain admission into other schools, where those wants can be advantageously met with? The answer to this question is, that the distance of such institutions from elementary schools is in the first place an obstacle to the fulfilment of the desire. The student has to leave his home, and to do so he must have sufficient pecuniary means of his own, or he must beg aid to enable him to meet even the exigencies of his daily life. To go to a distance is no obstacle to the rich; but the poor, which is generally the condition of the Muhammadan community, will find it very hard to raise wherewithal. Muhammadans, furthermore in pursuance of their studies, would have to go to some Hindoo school, where they will be deprived of their own Vernaculars, Persians and Hindustani; therefore it is desirable to suggest that sufficient classes be established, that the standard be raised according to the requirement of the time, and that a sufficient number of scholarships be thrown open, as an inducement, especially for Muhammadans, and thus

remove the several impediments now barring their way. The number of primary schools will no doubt be augmented in proportion to the demand of elementary students and can be gradually rendered more efficient.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I am not aware of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854. The zeal of the Department to retain education in its own hands and the poverty of local bodies must be regarded as the chief reasons why more effect has not been given to that provision.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The withdrawal of Government to a large extent from the direct management of schools or colleges might, if hastily carried out, have a disastrous effect on the standard of popular education. The spirit of reliance upon local exertions and combination for local purposes requires to be cultivated by a small beginning made. It will be the duty of Government, for some time to come, at all events, to protect the interests of popular education, but the higher classes may be expected gradually to manage their own institutions.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—This question must be answered in the affirmative. It is a common grievance however that the Musalman youths are debarred from pursuing higher studies. This is attributable to (1) want of means and (2) want of proper encouragement on the part of Government; as to the first it must be said that it is rather an internal social evil. The Muhammadan community has a tendency to divide itself into three classes—a higher, middle, and lower classes:

The higher class consists of a few rich merchants, a few Jagheerdars, a few Government functionaries, and some stipendiaries of the Carnatic Royal family. The views of the generality of these men as to a liberal English education for their children are erroneous—national hereditary prejudices against learning anything at the hands of Europeans, unreasonable doubts as to the danger of English education undermining the religious sentiments of their youth, and a grotesque confidence in their wealth being sufficient for the support of their family, are the predominant characteristics of this old aristocratic party.

The middle class consists of subordinate Government servants, petty traders, and small artisans. These persons, though in some degree affected by the action of the higher class in the matter of English education, are nevertheless aware that altered circumstances require altered treatment. They try their best, therefore, to send their children to the established school and let them obtain such an amount of education as will enable them to secure a pass in some elementary examination, entitling them to obtain a footing in the Government service. It generally happens that at this stage they are obliged to give up their higher studies and seek for some subordinate post in the service of Government, in order to relieve their poor family already straitened by the accident of circumstances.

The third or the lower class, which consists of the masses steeped in poverty, are quite unable to reap any benefit from English education. They have no natural prejudices against education, but the sooner the boy can turn his hand to manual labour, the sooner is he able to contribute to the support of the family.

I am of opinion that it is to the two latter classes of the Musalman community that the special attention of Government should be directed.

The second evil adverted to may be removed by the adoption of some special arrangements for the middle and lower classes of Muhammadans by the way of exceptional privileges and encouragements. The Government have of late been kind enough to sanction six scholarships of ₹10 each to matriculated students going up for the Degree examination. This is not enough, twenty candidates at least who pass the Middle School examination should be encouraged with a suitable scholarship to enable them to prosecute their studies; matriculated students should also be treated in the same way on condition of their pursuing their collegiate course. Some inducement should also be given to turn their attention to engineering, medicine, and agriculture. Local Fund or Municipal schools will be sufficient for the lowest classes, who are not in a position to take advantage of the higher education. It may not be out of place to note that the Muhammadans, having hitherto been neglected in this respect, are left in such a state of despondency as only to qualify themselves for menial appointments, leaving ministerial and other offices of importance to their Hindoo brethren. In proof of this fact, I can only cite the present state of affairs now existing in every office or department. I suggest that the Government order regarding the employment of the poor Muhammadan community should be rigidly enforced in future.

Cross-examination of Mir Ansur-u-din Sahib.

By Mr. P. Ranganada Mudaliyar.

Q. 1.—With reference to answer 14, are you aware of Government and private agencies maintaining special schools for the education of Muhammadans in the chief centres of Muhammadan population? If it is your wish that the number of such special schools should be increased, please state in what localities you would have such schools started.

A. 1.—I am aware that there are such schools. I should like to see special schools in Conjevaram and Cuddapah.

By MR. FOWLER.

Q. 1.—In answer to question 2 you say :—"In the Muhammadan school of Old Arcot, the standard is so low as to actually discourage many boys from further prosecuting their studies there, and cause them instead to resort either to Chittoor or Madras." Is not this one of the elementary schools for Musalmans established by Government, and is not its standard therefore fixed?

A. 1.—Yes.

Q. 2.—The principle of the Madras Government is that there should not be separate secondary education for Musalmans; and, in accord with this, the standard of the Madrissa was lowered some years ago. Am I to infer from your answer that you think there should also be special secondary (*i.e.*, high and middle) schools for Musalmans?

A. 2.—Yes; I think so.

Q. 3.—In your answer 67 you refer to Government not giving sufficient encouragement to Muhammadans. In what form should the encouragement be given?

A. 3.—By the conferring of appointments.

Q. 4.—Again in the same answer you say "Muhammadans have hitherto been neglected *in this respect.*" In which respect?

A. 4.— Neglect of providing separate means of education.

Evidence of JOHN BRADSHAW, Esq., M.A., LL.D., *Inspector of Schools, Fourth Division, acting in the Presidency Division.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been 14 years engaged in education in India. For 2 years I was Head Master of Bishop Corrie's Grammar School, Madras. For 1½ years Head Master of the Mangalore College and Provincial School. For the last 10 years I have been an Inspector of Schools, during which I have had charge of the *4th Division*—Trichinopoly, Salem, Tanjore, and North Arcot Districts; the *1st Division*—Ganjam, Vizagapatam, Godavari, and Kistna Districts; the *3rd Division*—Madras, Chingleput, and South Arcot; the *2nd Division*—Bellary, Kurnool, Cuddapah, and Nellore. And for the last 5 years have been Inspector of the 4th Division.

I have thus had practical acquaintance with educational work in all the districts in the Presidency except five.

I have also edited the Series of English Readers; and have been examiner in English at various times for the M. A., B. A., F. A., and Matriculation examinations of the University.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The result system is too complicated and does not include subjects which parents in rural parts would wish to see their children taught.

The administration should be in the hands of the Educational Officers;—the whim of a Local Fund Board Member who knows nothing of the subject often carrying an objectionable resolution, or opposing the proposals of the educational officers.

Mr. Amurthanayagam Pillai, Deputy Inspector, Salem Circle, writes :—

Before concluding, I beg to observe that education, to become more extended in its sphere of action and to embrace every creek and corner of the circle, should be encouraged, and to a certain extent supervised, by the principal Revenue officers of each taluk. There are so many of them in each taluk and in each village, and they so often come into contact with the people and are so intimately acquainted with the habits and the peculiar propensities of the villagers, that they are generally more respected and more regarded than educational officers, who are considered only a little superior to their village guru. I do not mean by this to lower the status of the agency, but only state it as my humble opinion that the only effectual means of extending elementary education among the masses, and hoping to achieve any real success in the villages, is by a hearty co-operation of the local Revenue officials with the exertions of the Inspecting Agency.

The increase in the lower class primary schools in the circle from 190 according to the census of 1871 to 360 at present is mainly due to the system of "payment for results," and still it bears no proportion to the population. This system is, I consider, the best of all the systems now in force, and yet it has this drawback, that the action of Government is not confined to localities where schools are mostly wanted, but to assist them where they are established. It does not seem to be a good thing to extend State aid to such villages where there is a craving for education, for where there is a natural desire for a thing, those who want it will find means of supplying it themselves. It should be chiefly directed to places where the people are not enlightened enough to appreciate the value of education, and its advantages should therefore be in a manner forced upon them.

I beg therefore to suggest—

(1) The formation of Taluk Educational Committees.
(2) The extension of the existing subordinate Inspecting Agency; and
(3) The passing of a Compulsory Education Act.

With reference to the first, I beg to state that the local committees should be composed of the Tahsildar and other influential members of the taluk, who should render their assistance in organising and bringing under instruction indigenous schools, and should exercise, in conjunction with the educational authorities, supervising functions over the aided and unaided schools including pial ones, but should not interfere in any way with the rules of the Educational Department, and any action they may wish to take should be through the chief educational officer of the circle.

In connection with the second, I would like to see Inspecting Schoolmasters more largely employed than at present. None of these officers should have a larger area than they can possibly travel over in a month, and should be in charge of a limited number of villages, say about 70, and he is to be responsible for the development of education among those villages. He should, if possible, visit every one of

these villages each month, and encourage by his presence, advice, and teaching the spread of elementary education within his area.

In regard to the last, I beg to state that the majority of the villagers in the interior of the taluks are very much averse to education, and the only way to make them send their children to schools is to compel them by an Act. Children between the ages of 6 and 14 should be made by an enactment to attend schools for a certan number of years, say about 3, and all those parents who would not put their children to study should be visited with a slight pecuniary fine.

Also, I would beg to suggest that by way of inducement to the masters of pial schools to put their schools under inspection, some lower standard than the present first standard should be adopted so as to provide for each boy in a school including the alphabet class drawing an annual grant, say a rupee per head.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowlege to every class of society?

Ans. 3.—The following is the reply of Mr. P. Venkataramiah, Deputy Inspector of the Cuddalore Circle:—

(*a*) It is not sought in general, but only by the Brahmins, Vellahs, and other intelligent classes of the Hindu community.

(*b*) The people of the Reddi caste are averse to education, because they think that, if all were educated, they would not be able to get servants easily for their field-work.

(*c*) The Oddars, Koravas, Pariahs, and a few other lower classes are excluded, not only because they are not allowed to mingle freely with the higher classes, but also because these people almost from their childhood are obliged to work all day long for their livelihood. A few of the low caste boys are reading in some private village schools and are made to sit on the ground and apart from the other children.

(*d*) The heads of villages, as well as the most influential people in them, chiefly of the Reddi classes, evince a sort of indirect opposition to the spread of elementary education, because they fear that if these learn to read and write, they will rise in the scale of civilization and thereby affect their position in the community.

Mr. Devasikiamony Mudaliyar, the Vriddachalam Deputy, says:—

Head 4.—It is a matter for regret that, except in some large places where a native gentleman or a body of gentlemen have started schools under their supervision, there is not even a desire evinced by native inhabitants for looking after primary education. That several local committees have failed, and that some members of Local Fund Boards have thought it fit to claim travelling allowance for having gone to be present at Deputy Inspector's examination under Rule 65 of the Grant-in-aid Code, show that most of the natives are not for taking a part in the affairs of primary schools. Most of them in rural tracts lack ability as well as will. In the first place it is found difficult in villages to enlist their sympathy in behalf of the arrangements we make for promoting elementary education. This state of things may materially alter when the pupils of our present primary schools grow up into men.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

The Deputy Inspector, Vriddachalam Circle, writes:—

Head 4.—As for the position of teachers of primary schools, they are mostly men of low acumen and low circumstances. Even men of moderate circumstances generally look down upon the profession of a village school-teacher as a drudgery. This is due to the fact that in villages a teacher is regarded more as a mendicant than as one that has undertaken the important task of culturing the minds of the young. So, with some exceptions, payments are made to him with an air of patronage, which has often to be kept up by obsequious servility and not so much by any conscientious work. It is only in a few cases that the schooling rises above 4 annas, and such as are poor and apathetic pay occasionally, and the teacher has to make up partly for the loss by receiving payments in kind, especially in the shape of corn at the harvest season. If there be any party spirit in the village, he has to go with the current and humour the fancies of the stronger faction. I have found in many cases that a single instance of freak or folly has quite undone a village schoolmaster. But the life of a hereditary teacher of a village is not so precarious. He sees around him those that read with him under his father or those that owe their little knowledge to his father. He has thus established his claims on the villagers, and he could count on their bounty, however irregular and small their payments may be. It may not be out of place to state here that a teacher who earns a decent results grant invariably foregoes a portion of his income from fees. As for Local Fund schoolmasters, they are exactly in the same predicament as the village schoolmasters are in point of sympathy, but the absence of helpless dependence enables them more or less to move among the villagers as friends.

There is at present only one trained teacher among the results schoolmasters. More than one-half of Local Fund and Municipal teachers were untrained and unpassed men two years ago. Now there are 54 teachers of this class, 13 of them are passed men, whose experience has supplied the place of training; 30 are passed and trained and 4 simply trained, while there are 7 untrained and unpassed men, mostly on R5 and R4; this small percentage of untrained and unpassed men will disappear in January next, when a new batch of trained teachers will come out of the Cuddalore Normal school. The opening of a Local Fund Normal school at Cuddalore forms an important epoch in the history of the primary education of the district. In a few years it promises to supply a large number of trained men even for results schools. Such teachers seem to have held it a degradation to take up any post but a salaried one. This idea must necessarily vanish when the number of such men from rural tracts increases year by year, and no alternative is left to many of them but to address themselves to the results grant system. But I fear that as long as villagers stint payments, efficient teachers are not likely

to stop in a place and settle themselves down to their work.

There are pial schools in almost all the important villages, and most of them are indigenous ones.

All that is required under the old pial school system is that a number of stanzas should be read or repeated without the least regard for accuracy or meaning. Also in point of writing these schools are not particular with regard to correct spelling; but it is enough for them if the sound, or something very much like it, is produced. They teach no History, Geography, or Grammar; so the Government scheme includes those few books that rightly belong to the sphere of primary schools and excludes all those that serve no useful end.

Tamil Prose works of ancient origin scarcely exist, as it was in Poetry that all the learned men of the east recorded their thoughts and sentiments. This accounts for the pial schools teaching very few Prose books, excepting some stories, &c., of recent origin. The school series of Prose Readers are just now beginning to be used by some boys of some schools unconnected with the department; this is being done under the special orders of the parents.

The Hosur Deputy Inspector writes:—

The instruction given in the pial schools is purely elementary; reading fluently (without understanding the meaning) any manuscript or printed book, prose or poetry, writing a fair and running-hand on paper or a cadjan leaf, and a knowledge of arithmetic enough to carry on the mercantile and agricultural accounts of a village, are the aims of these schools, and these meet the requirements of a village life. The teachers, being themselves brought up in such schools, are in general good readers, writers, and skilled in the village accounts, and are able to train the boys in their own style.

The standard aimed in the old pial school.

Every pial school is open for nine hours in the day, from 6 A.M. to 6 P.M. The morning school, from 6 to 8 or 9 A.M., is devoted by the elderly boys to the preparation of their previous day's lesson, when the beginners write the letters of the alphabet or multiplication tables on sand. During these hours the master's presence is not necessary, the school being watched by the monitor. After breakfast the day school begins at 10 A.M., and closes at 12 or 1 P.M. The advanced boys then write a copy set by the teacher on paper or a cadjan leaf, while the master attends to his own domestic affairs. The busy time of the school is from 2 to 5 P.M. Then the teacher has to write the lessons in a cadjan book, hear the lessons being repeated, and teach what was written by him in their books. The young and the less advanced boys are given lessons by the monitor. After all the boys have thus had their lessons, they are made to stand in a line before him and the multiplication tables of fractions and integers, or the names of Tamil years, are then repeated by each boy in his turn. The teacher then prescribes some sort of home exercise,—a problem to be solved orally in the case of advanced students. The lessons taught to the advanced boys are—Amaram and Neguntu (dictionary in verse), various *Sathacams and Anthathees* (composition of 100 stanzas in praise of some deity), Ramayanam, Vasacharithra and Manucharithra, and the like. In these nothing but reading is taught. To the less advanced, Bala Ramayanam, Neethisangragham, Schastra Naman (a book containing 1,000 names of God), in fact books savouring much of religion are taught. The beginners learn words of several letters and syllables in Balasitcha (a book specially intended for them). The most horrible punishments are inflicted without much regard either to justice or mercy. On this account the teacher is more dreaded than loved.

Style of instruction and school hours.

Home exercise, &c.

Punishment.

Punctuality of attendance is secured by giving boys who come late a certain number of cuts, which is increased in proportion to the number of boys that attended the school before him. Reading on the new and full-moon days and the day following are considered inauspicious. The schools are therefore closed on those days, and nearly the whole of (September) is allowed as vacation.

Holidays and vacation.

The fees, the rates of which range from one anna to one rupee, are very irregularly paid, sometimes in the shape of money and sometimes in kind. Besides the monthly fees the teacher has other sources of income. Every Saturday each boy brings him a little quantity of linseed oil and fuel. On the 13th day of the new and full moons boys are required to bring two pice to be given to the teacher. In addition to these he is remunerated, according to the circumstances of the parent, when a boy first joins school. On marriage and harvest days the village teacher is never forgotten and he gets his share. In fact he is treated as one belonging to the household of each family, and he shares the common interest of all. During the Mahanavami feast, the pupils are trained to dance in a particular fashion and their performance is exhibited before their parents. The master's income from this sources alone varies according to the size of the village and the circumstances of its residents from ₹10 to ₹50 and upwards. Thus the emoluments of a village teacher for a month may be calculated to range from ₹5 to ₹10.

The emoluments of the village teachers.

The village teacher's profession is generally hereditary. He having no other avocation fit for himself sticks to his post, and being in most cases a native of the village, has the interest of the school at heart. Under the system pursued in the pial schools, a boy who is admitted in the school in his fifth year takes not less than seven years to reach the highest standard in those schools. No discipline, no classification, no supervision, nothing of intelligent and systematic instruction, are the characteristics of the old pial school system, if system it can be called; but still people in general prefer it to the result system, because (1) the indigenous village teachers themselves are ignorant of the lessons to be taught under the results system, and the villagers do not like to be deprived of them; (2) there is nothing of religion in the subjects prescribed for the schools under the results system; generally people like that their children should get by heart verses or stanzas in praise of God, as anything committed to memory then is not soon forgotten, and in their old age these verses serve as prayers to God; (3) the parents have not to buy books, as in aided or Government schools (4) they dislike to deviate from any custom handed down to them from their forefathers; (5) they think that the schools under the old system impart as much instruction as is necessary for a villager to transact his business, and that Geography, Grammar, and History are an unnecessary luxury for them.

The teacher's interest in the school.

The defects of the old system.

Why villagers prefer it.

As observed elsewhere, most of the villages in the circle, especially those in Hosúr Taluk, are peopled by half-civilized and illiterate men, and they do not contain even the old pial schools. This acts in a great measure as an impediment to the progress of primary education. For where there is a pial school, and the teacher can be gained over to place his school under Government inspection, the permanency of the school can be secured, as the villagers would not abandon him, though in several cases they grudge the result grant he gets. This is not the case with a foreigner. Though the people, to oblige the Tahsildar or an Educational officer, agree to pay monthly a certain amount to the teacher recommended and sent to

them, still they withdraw the support as soon as their backs are turned. I would therefore propose that where a Tahsildar or an Educational officer considers that a village by itself, or by close proximity to several villages, is sufficiently populous to have a school, and the people will not maintain one on the result system, the Local Fund Board might open a school on the combined system and continue it there for two years, after which period the school might be removed to another locality, a result school taking the place of the combined school in the former village. If once in two years 5 schools of the kind be opened, in the course of ten years 25 large villages will have had schools, and a taste for education might be thus cultivated whereby the villagers might have their own result schools.

With regard to girls' schools I regret that the employment of female teachers has not proved a success in the circle. Real progress is a thing yet to be expected of the girls under them. Under Ramakrishniah and Kuppanapandit the Hosúr school was improving, and it has, since their departure, not shown symptoms of improvement. I would therefore suggest the appointment of male teachers of better qualifications than the mistresses.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—That a boy educated at home is *not* able to compete on equal terms with one educated at school, and that most private students who pass the public and University examinations have a mere smattering of most of the subjects. The Deputy Inspector's remarks are very interesting; he says:—

I am of opinion that home instruction is not so valuable as school instruction. The former is more expensive and less thorough than the latter. Unless the students be remarkably intelligent, there cannot be much stimulus for exertion. But in the school many heads coming in contact with a superior head, *i.e.*, the teacher, see things in various lights, and a sort of emulation as to who would excel is roused in the students' minds. This is specially so in the case of elementary education. A master appointed to teach but a single boy at home, cannot keep him sufficiently employed as in school, where many questions are suggested by the curiosities of the boys, and many opportunities occur for them to add their knowledge. Moreover a boy left at home alone and unfriended moping over his book, feels himself very dreary, his time lying very heavy upon him; besides when a Hindu boy is left at home, he will be often disturbed and called away from his study on the slightest pretext.

Boys educated at home do not, as a rule, shine so well in the public examinations as those taught in school. Even when some do show to advantage so far as the examination is concerned, they display a total absence of all good manners and colloquial knowledge.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Private effort cannot be depended on as a general rule; for while there are villages or localities where the profession of schoolmaster is a 'paying' one, there are others where it is not so. By 'private effort' I do not understand Mission agency. The elementary education of non-christian villages can scarcely be said to be touched by Missions.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—If the appointment of masters and the control of the funds rested with the Board, care should be taken that it should be so constituted that no local official or any caste should have too great influence; lest the former, being able to command many votes, should have the patronage of appointments for his own hangers-on, and the latter neglect villages or masters of other castes.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—Municipalities should be required to set aside a fixed proportion of their income for elementary education, and any portion of this allotment not spent during the year should be credited to what might be called the "Education Fund."

In Municipalities where there was no other Middle school, there should be no objection to a Municipal school rising to that standard provided its income from all sources covered the expenses or nearly so.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—The system in force in the 4th Educational Division was introduced at my suggestion;—it is the having in each Local Fund Board Circle an elementary Normal school, for training and preparing for the 5th Grade Examination men who are hereditary teachers and others who bind themselves to take appointments in primary schools under the Board or to open result schools.

Since the establishment of these Normal schools in 1879-80 there has been a great improvement in the state of primary education and the qualification of the men engaged in teaching in elementary schools.

In reply to (*c* & *d*) Mr. Venkataramier writes:—

Formerly the village schoolmasters were simply the slaves of the villagers. When any letter or a petition had to be written, or a document had to be executed, or any accounts of the household were to be settled, the teacher was abruptly called away from his work, and if he showed any signs of disobedience, he was undone and driven from the village; but the introduction of the results system, and the frequent visits of the Inspecting officers, who always treat the masters with some consideration, have much improved their position, and when all these masters become trained and more intelligent, they are sure to rise further in the estimation of the people.

The village schoolmasters indirectly exert a beneficial influence upon the villagers by making their sons better educated persons, by making themselves

to become more familiar with village rules and regulations, and by letting them know the proper limit of authority possessed by the Revenue Officials that come in contact with them, and by teaching the importance of village sanitation, and by pointing out to them the means of redressing their grievances. In place where the teacher professes to know medicine and astrology, his influence with the people is great; and this, however limited his qualifications as a schoolmaster may be, greatly tends to improve the status of his school.

The Brahman village schoolmasters have more influence with the Reddies than any other.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

The Cuddalore Deputy Inspector writes:—

Ans. 10.—(1) A small catechism of agriculture, written in simple and household vernacular, and describing the several operations prevailing in this country, and treating agriculture in a manner adapted to the wants of this country, will be very acceptable to the country. In this book all matter savouring of European or the so-called improved agriculture should be avoided as much as possible, because the Hindus, especially the villagers, are very conservative, and all changes which it is intended to introduce among them should be gradual, and take them quite imperceptibly.

(2) Selections from Hindu Puranahs, such as Ramayana, Bharatam, Skantam, Perya Puranam, &c., should be published in parts and used as text-books, or as books of home reading.

(3) Above all, a Manual of all the important rules and regulations relative to the village Administration, containing, among others, the Rent Recovery Act, the Stamp Act, the Registration Act, and the like, should be included in the curriculum of village schools.

No measures for suppressing the corruption and oppression of the village heads and Curnams, as well as of the Lower Grade servants of the Revenue Department, will be so effectual as a dissemination of knowledge of the village rules among the people.

To make the instruction in these new subjects efficient, not only the teachers themselves should be compelled to study them thoroughly, but the Inspecting Officers should visit the schools oftener than they could at present, teach and examine the subjects in the presence of the villagers, so that they may see their benefit.

The secret of success of all elementary schools lies in their being visited constantly and the defects observable in them remedied then and there. This could be carried out only by increasing the subordinate inspecting agency and by narrowing the limits of their ranges.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—It is; but sufficient attention is not given to it by masters and pupils, as a smattering is sufficient for a pass at the public examinations.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—Annual payment by results is not suitable. Recognised teachers should receive a fixed monthly salary and be also paid half-yearly on the results of a half-yearly examination.

To the indigenous teacher, who was a man of some importance in the village and who had enough to maintain himself from payments chiefly in kind, the result grant was merely an additional income; but where the new race of teachers receive only the fee collection and an annual grant, the former is not sufficient to support a man month by month, and the latter is generally mortgaged long before it is earned, or is spent in payment of a debt as soon as received. Thus men who can earn sufficient to keep themselves, prefer any other employment than one in which they have to wait 12 months for the chief part of their pay; but a fairly paid monthly salary, as a certainty, attracts men.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—It would be very difficult to make a rule since if the levying of fees were a condition of aid, the accounts could not be depended on, and if the fee system is not encouraged, parents will consider that the result grant is all the income the master should receive or even (as has actually occurred) claim a share of what has been earned by their sons.

For fees in private result schools, I would suggest as a condition of aid that the manager undertake (1) to levy a small minimum class fee or its equivalent in 'kind,' (2) and that not more than 15 per cent. be free.

In Local Fund Board and Municipal schools the rates fixed in the Grant-in-aid Code should be enforced.

Ques. 14.—Will you favor the Commission with your views, first, as to how the number of primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—To increase the number of primary schools, the inspecting agency must be increased; the number of Inspectors of Schools should be doubled and the subordinate agency considerably added to; though the latter has been done of late years, the number of Inspectors is the same as it was 14 years ago, *i.e.*, prior to the Local Fund Board Act, when there was not the tenth part of the work that an Inspector has now to do.

To this the Cuddalore Deputy Inspector adds:—

1. By securing the able and hearty co-operation of the village heads and servants.

The village Munsiffs, Maniagars, Karnams, Nottagars, cattle pound-keepers, and the like, should be made to pass an easy examination, like the Special Upper Primary examination, with the subject of village laws instead of history. Then they will be able to see the value of learning and take part in the extension of education among their fellow-countrymen. Moreover, the services of those heads of villages who have exerted in the cause of education, should be publicly recognised by the award of some distinguished titles and honorary certificates, and this may be easily carried out by the Collector in his annual Jamabandi.

I may also mention that to secure the permanency of village schools, they should have some building of their own, and some improvement may be looked for in this direction by a small building grant of ₹25 to each school once in 12 years.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—No higher institutions as far as I know.

Ques. 16.—Do you know of any cases in which Government institutions of higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—Yes, I have from the first considered that the College Department at Salem, Cuddalore, and Madura should not have been opened, and that they should be closed, as they are doing harm and are costly.

The creation of the College Departments at Salem and Cuddalore in 1879 burst upon all concerned like a *coup d'etat;*—until the Government order was received, the Inspector of Schools, the head master, and the people of the district were not aware that it was even in contemplation, and they would have regarded it as a dream of the remote future. The mere fact that there had been no request on the part of any section or individual is worthy of note. In the Report on Public Instruction for 1879-80, the following passage from my Annual Report occurs:—

"The present eighth class in each is mainly composed of boys who had studied either in the seventh or eighth class in some other college; the senior F.A. class at Salem being composed of 3 boys who had been at the Christian College, 2 at Kumbakonam, and 1 at the Presidency College. It is no doubt cheaper for these students to prepare for their examinations in the town where their relatives reside; but as they would be reading in another college if these second-grade institutions did not exist, their fees cannot be regarded as going far towards the additional cost to Government of the extra masters required; and as it is men who have till now been teaching fifth and sixth classes who are now expected to lecture in subjects elsewhere and hitherto taught by professors—European graduates or the most distinguished of the Madras University—the students in the Salem and Cuddalore Colleges are, in my opinion, placed at a great disadvantage, not otherwise atoned for in not having as tutors men who have gone through an extensive course of English literature and mathematics."

Let it not be imagined that I am opposed to the extension of Collegiate or higher education. I object to *inefficient imitations* of it.

I object to the students of the new Second Grade Colleges being taught by *Third Class Graduates;* and I object to Government having to pay more for *that* than it would cost to give each student a scholarship that would support him in Madras.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—I believe there are, if necessary; but at present I know of no locality in need of a new or an additional institution of the higher class. It is a question of demand and supply; if a Government or Mission College were closed in a 'paying' locality, a Committee would take it up.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years, from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—This, like several other questions, could be best answered in Committee.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

Ans. 19.—It is as unfair to aid a school in rich and populous districts on the same terms as one in a poor and thinly-peopled one, as it would be to expect an equal amount of produce from a hilly dry country as in a well-irrigated one.

The grants are not adequate in certain middle class boys' schools where the strength is small.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—No difference that I am aware of is made by the Government or by the Inspecting agency in the treatment of non-Government Institutions.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The official classes and the sons of Brahman beggars.

It is still very common for wealthy natives to be indifferent about their sons' education, if it will not be necessary for them to earn their own livelihood. The parents frequently allow their children to stay at home, or remove them before they have completed their school course, and the boys themselves are idle. But the rivalry of school-life and the desire for the distinction of passing examinations is bringing about a great change for the better.

The wealthy do not pay enough for their sons' education, and in many cases I have known a well-paid official act very meanly to escape paying a school-fee.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—The High and Middle Departments of the Town School, Combaconum, and the Middle Department of the Hindu School, Masulipatam, were so in 1880-81.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—Yes; and the advantage is greatly on the side of the non-Government institution, owing to its not being so tied down in the matter of payment of fees,—as to the date on which they should be paid, dismissal of boys for non-payment, and full fees required from all boys except those elected to scholarships by the Director of Public Instruction. Also boys who leave the Matriculation or College class a couple of months before the examination, will not be taken back in a Government institution unless they pay the arrears of fees.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—I don't know that it is injured; but to prevent unhealthy competition the scheme proposed in answer 48 might serve.

Ques. 25.—Do educated natives in your province readily find remunerative employment?

Ans. 25.—In some places the supply exceeds the demand, in others *vice versâ;—e.g.*, the Government school at Hosúr, in the north-west corner of Salem, does not read up to the middle school examination (though there is ample material, if the staff were increased), and as men will not go there for small pay from other places, it is difficult to get qualified men, except for appointments in the Revenue Department, in which, as elsewhere, men are willing to work as volunteers to get a footing.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—Not as much as it might.

The new series of English Readers contains more interesting and practical matter than the old books; and as it is more than six years since the compilers prepared the texts, they might soon be recast, and this still further kept in view.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—Yes. The Cuddalore Deputy Inspector writes:—

There is some truth in the complaint. Many students who have passed the Matriculation examination are not able to write an ordinary letter in English, much less in the vernacular, nor are they able to answer simple questions in mental Arithmetic, which a villager of very limited education could most unhesitatingly do.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—The number is not in excess of what it should be; it is there being an unduly large proportion of candidates from the non-productive classes of the community that gives rise to the complaint that higher education is imparted to numbers out of proportion to the "requirements of the country," and that there is an over-supply of passed men.

A large proportion of the students in schools and colleges are sons of Brahman mendicants or temple servants, and of officials; and, as few of these will or can follow their fathers' pursuits, an educated class is created for most of whom appointments cannot be found; and of few of them are the early antecedents—life in chuttrums and the absence of the moral training and influence of a good home—calculated to fit them for ultimately holding responsible offices.

Also, some foundation is given to this idea from the fact that graduates and other passed men take up appointments in the Revenue and other Government Departments on very low salaries;—but they do this, or even go as 'volunteers,' knowing that their degree and abilities will soon obtain promotion for them.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—Scholarships are, I believe, given irrespective of the institution to which a student belongs.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Yes, aid under the result system is impartially given from Municipal funds.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—My opinion is that as a rule an F.A., or B.A., who is likely to be a good teacher, requires very little Normal training, if during his college course he has been taught by European Professors. But I have met Matriculates who had never heard a European speak, and what was said to them they could scarcely follow, and it was equally difficult to make out their pronunciation.

I am in favour of a short Normal training-session, in which elocution, handwriting, a thorough grounding in the vernacular, the keeping of school registers, and the perusal of works on educational system and school management should be the principal work;—men who had been under good teachers having imperceptibly learned how to teach.

The year might be divided into three sessions, each session to be a course; and instead of Government having to pay stipends to Normal students, men desirous of undergoing training would gladly pay a fee if the course were only for 13 weeks or so, which would be ample for most graduates and under-graduates who had been educated under a European head master. And the Normal classes could be maintained at still less cost by having merely a Professor of the Theory and Practice of Teaching attached to the Presidency College. Or they might be held in the same building as the Madrasa-i-azam, with a much smaller staff and establishment than at present.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—The Deputy Inspector says:—

It is capable of improvement in the inspections of elementary and middle schools, as conducted by the Deputy Inspectors. The examination of the last-named officers is different in different places. Some make their examination unduly difficult, others unduly easy, and very few keep to the standard and strictly adhere to the rules. Such a system could hardly secure a uniform standard throughout, and is apt to sow seeds of discontent among the masters and managers, particularly those to whom the result proves unfavourable.

(1) This could be remedied either by the appointment of a special officer styled Assistant Inspector for each district, whose business will be to watch the Deputy Inspector and see by personal visits that the rules are not violated, that examination is up to

the standard and uniform throughout the district; or,

(2) By the Inspector holding an annual conference with his Deputies in some central part of his Division. There each should be called upon to state the mode of his working and, wherever it differs materially, the Inspector should check it, and prescribe a uniform method of conducting examination. He and the Deputies may, without much loss of time in correspondence, take this opportunity to discuss the most difficult and complicate educational questions and arrive at some sensible conclusions. This conference cannot last more than a week or so, and the small outlay incurred in the shape of travelling allowance to the Deputies will be more than counterbalanced by the beneficial results likely to accrue from such a general meeting of the Inspecting Officers of the Division.

But instead of (1) I would recommend the increase of the number of the Inspectors of schools,—no one to have more than two districts.

As regards (2) the proposal is good; and in like manner there should be occasional conferences of Inspectors with the Director of Public Instruction, the last of which was in 1873.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—No. Unpaid critics are undesirable, and likely to abuse their privileges and give fruitless trouble.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—Many are still unsuitable. Deputy Inspector Murugasa Mudaliar writes:—"The Tamil and Telugu languages have been spoiled by Englishmen editing certain text-books, such as the *Tamil First Book, Brief Sketches of Asia, &c.*"

It would have been well if the late Director of Public Instruction had referred his Curriculum to the Heads of Schools and the Inspectors before issuing it.

Many teachers and Deputy Inspectors also complain that the lessons in the several classes are too many and too long.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—I do not think so.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—In certain places it would have no ill effects—not even immediately—but would produce much benefit in the way indicated.

But its success in one or more places should not lead to the inference that a similar course could be followed in other places; *e.g.*, what might be done in Tanjore would not suit Kurnool, either as regards crops or colleges.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—No. The standard would adjust itself to the University and public examinations, the result system, and the Inspectors' and departmental examinations.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—No; there is no definite course of instruction in morality.

As Editor of the Third and Fourth Readers and especially in my own Reader, the *Fifth*, I have introduced lessons on moral duties, and precepts from the Bible and other Sacred Books.

The following is from the Preface to my *Fifth Reader*:—

In the selection of the Poetical pieces, one object has been to place before the native pupil duties to God, to one's Parents, to our Neighbour, the virtues of Integrity, Charity, Truth, Honesty, Industry, and such moral lessons as may be inculcated in the simple language of verse and in a form easily impressed on the memory.

This might be done still more in vernacular school books.

The Deputy writes:—

Though no special treatise on morality is laid down in the Scheme of studies for Government schools, many of the pieces in the Readers and selections prescribed for the classes from time to time contain many valuable lessons on, and the duties of, man's daily life. The new Readers in English have many such lessons.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—No; there is no attempt made to insist on even such simple matters as cleanliness of person or clothes.

Gymnastics have recently been introduced in nearly all Government schools, but in few private institutions.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—Not that I am aware of.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—A few schools started by Municipalities and Local Fund Boards were taken over by Government, but until last year no improvement was made in the staff, which from the first was ill-paid and ill-qualified. This year the staff of the Salem and Vellore schools has been improved and an East Indian head mistress appointed to each.

The Deputy, Cuddalore, remarks:—

There are girls' schools only in the Municipality and cusbah towns, and even here the attendance is very small and irregular. The only class of people who evince anything like interest in the female education is the educated and Government officials. In other places, especially in villages, the people are quite averse to sending their girls to school, as they do not see any connection between the education of girls and their daily occupation in the household. Some send their girls simply for needle-work, and

when the girls learn hemming, felling, darning, &c., which is done in a year or two, they remove them, whether they are advanced in general knowledge or not.

In results schools a few girls may be seen learning the first or second standard lessons, but not needle-work, there being no person competent to give instruction in it.

Formerly when a capitation grant was given the attendance of girls in results schools was much larger, but the girls merely came to school and were enrolled in the register, and did nothing in the way of learning.

Female education is very backward in the circle, and that the inducements offered by the results system have not been altogether successful in improving it.

The Deputy Inspector makes the following suggestions to extend this important part of elementary education :—

(1) That a reward of ₹10 be given for caste girls or women passing the Third Grade Examination in the mofussil.

(2) That a series of new reading books containing useful and moral lessons to girls, lessons on the advantages of female education, on the women's duties as daughters, sisters, wives, and mothers, as well as the lives of eminent Hindu or European women, and useful and entertaining stories from Ramayanna, Barata, and other Hindu Puranas, be published for girls' schools.

(3) That prizes of books, needle-work boxes, toys, petticoats, &c., and of money, if possible, be distributed to the deserving girls each year publicly.

Ques. 43.—Have you any remarks to make on the subject of mixed schools ?

Ans. 43.—It is the practice to call a boys' school a mixed school if it contain even one girl; but the term 'mixed school' should be limited to one intended for both sexes, and with a fair proportion of each ;—which, I believe, would confine it to schools for East Indian boys and girls.

Ques. 44.—What is the best method of providing teachers for girls ?

Ans. 44.—To large towns where there is a European population, an East Indian mistress will be willing to go, but not to villages ;—for schools in the latter and as assistant teachers middle aged men should be appointed ;—masters whose degrees were too low for further promotion in a boys' school.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms than those to boys' schools; and is the distinction sufficiently marked ?

Ans. 45.—Yes. But I consider that the same standard should not be required from girls as from boys under the result system.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause ?

Ans. 46.—Very little up-country, except by ladies connected with Missions.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered ? What suggestions have you to make for the remedy of such defects ?

Ans. 47.—I have referred to the fact that the *educational divisions are too large* for the Inspectors of Schools to visit all parts often enough and to thoroughly supervise the work of the subordinate inspecting agency and visit more primary schools.

The Directors of Public Instruction have not been able to make tours and visit not merely important towns and institutions but out-of-the-way places, and by meeting freely the humbler members of the department and village schoolmasters learn many things that would not otherwise reach their ears.

This is mainly due to the immense and unnecessary *amount of office work*, owing to matters requiring the sanction of the Director or of Government which might be disposed of by the Inspector or Director.

There is too much *circumlocution* and consequent *delay in administration*. For example;—an additional master on ₹6 or 7 is needed in a Local Fund Board school; the Deputy Inspector recommends it to the Inspector of Schools, the Inspector writes to the President of the Local Fund Board, the proposal is submitted to the next meeting (which may not take place for weeks), the resolution is sent up to the Director of Public Instruction for his opinion on its way to the Board of Revenue, who forward it to Government, by whom, after an indefinite interval, it is returned "sanctioned;" and thus after about as long as it would take to get a reply from London, the order reaches the Deputy Inspector after having travelled back through the same "channels."

Added to the delay is the great *waste of the time of important officials*, and the *expenditure* on paper and printing and clerks. Instead of this process the Local Board should be authorised to create out of the Educational Fund appointment lasting to the end of the official year.

There is even longer *delay* in so important a matter for a whole district as the Local Fund Board budget,—sometimes sanction not being received for budgets submitted in October or November till May or June, or even later.

Again, in the Grant-in-aid Code, delay and loss of time, sometimes of money or a teacher, is caused to Managers through the sanction of the Government being required in several instances where it is merely formal, and where an official in the position of Director of Public Instruction should have the authority. For example, the sanction of Government is required, but would surely never be refused (however delayed), for half salary grants of masters and mistresses in schools for poor Europeans and East Indians.

For the post of *Deputy Inspector* there should be special training. Too often a man has been appointed to be a Deputy Inspector because it was desired to get rid of him as a teacher, or that a graduate should be appointed to the mastership he held; thus, not only had the Deputy Inspector no special fitness, but as a rule no acquaintance with elementary education, and was sent forth to learn his work by commencing it at once.

Instead of this, men should be carefully selected, and I would not limit the choice to men in Government schools. They should have to work for a while as Inspecting Schoolmasters or Additional Deputy Inspectors, so as to become well acquainted with primary and village schools before having the administrative duties of a Deputy Inspector. They should be men of respectable family, good address, active habits, and if possible men whose character and disposition the Inspector was well acquainted with.

Too much importance is attached to the results of public examinations; and it is hardly fair that the verdict passed on the work of a school and its general state should depend so much on the number of passes at examinations; or that the proportion passed in a class in a Government school should be contrasted with that in a private school; the latter will naturally be lower, as the Manager of a Mission school will admit and retain boys whom the head master of a Government School could not or would not.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—I think the raising of the middle schools at Tiruvadi and Tiruvalur in Tanjore is not only injurious to the pupils who form the high school but to those in the classes below them, for the former are prevented going to the neighbouring colleges, and each of the other classes is taught by a man of presumably lower qualifications than it would have if there were no high school;—the process being that when a class is added at the top, each master has to teach the class above what he previously had.

It may be said that Government has incurred no additional expense by this;—but the master whose occupation is to teach the high school class would not be wanted if the class had not been created and if the boys been allowed to proceed to high schools elsewhere.

I consider also that there is no necessity for three high schools in ——— district. While there is a Government high school at——, and when many boys go from the southern Taluqs to Combaconum ,aid should not be given to the High Department of——; it contains so few boys (a large proportion of whom are free) that the salaries of the masters would be sufficient to give them all scholarships. Or, if there were but one school at ——, it would be self-supporting without any aid from Government. And seeing that in the Mission institution there is no religious instruction, the class books also being the same as in Government schools, there seems no reason why, if the Government school and college were abolished, a local committee representative of the Mission and the non-Christian residents could not be formed.

This actual case illustrates how I would propose to deal with the question of aid to high schools and colleges and meet the difficulty of Government being expected to aid two institutions in one place where one would be sufficient.

I would distribute the funds for higher and Collegiate education somewhat in this way:—places should be selected as recognised centres for a high school or college, and a maximum amount allotted as a lump grant-in-aid for each of these centres for its Higher and Collegiate education;—then if the Managers of the Mission and Hindu schools were to amalgamate, adopting rules regarding religious teaching similar to those observed in the Irish National School system, there could be one good institution with well-paid and efficient Professors; but if each chose to work separately, the allotment for the centre would have to be shared between them in proportion to their work.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—Not that I am aware of. At the request of the people middle schools have been taken over by Government; but in those cases the word 'adequately' would not apply, because they were not so efficiently conducted as they would be under Government management. And recently in several other localities the Managers or people have petitioned Government (without success) to take over their schools, as owing to the new salary grant rules they were not adequately supported.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—(*a*) I think the statement is not applicable, though the raising of institutions to high schools or colleges under the late Director may be the foundation for it.

(*b*) I think not.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works?

Ans. 51.—There is no recognized system; but in many schools one of the best boys keeps the registers, calls out the boys' names to take places, &c., and is responsible for the behaviour of the class if the master happens to leave the room.

I do not approve of it except in high schools when supervised by the head master, as it encourages the natural tendency there is in this country of delegating work to others, without a compensating advantage in training the Monitor in neatness, &c.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—No. I am in favour of the development of Primary schools.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—It ought, I think; but it would be very difficult to devise or enforce a fair scheme.

The Cuddalore Deputy Inspector writes:—

No, as I think such a rule would be really unworkable, as no distinct line of demarkation could be drw n etween the rich and the poor, and as the few rich men who now send their children to high and middle schools would stand aloof and give up the little support that they now give to the cause of education.

I think the Deputy's view of the 'rich men' would apply only to uneducated rich men in country places.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—There are instances in Trichinopoly, Tanjore, and Combaconum, but in other 'paying' localities, Government or Mission institutions have already possession of the field.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—To middle and lower class schools maximum rates should be fixed and calculations made with reference to the income and expenditure, so that the Government grant should not, when added to the other sources of income, exceed the cost; but at the same time the authorities should require at the outset that the school should be properly officered by an efficient staff, each master having the qualifications for the class he had to teach, and all the necessary apparatus, maps, and furniture being in use.

Ques. 56.—To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—The salary system might be the basis of conditions specified in answer 48.

The salary system would be a good one if all schools were similarly circumstanced; but while in some places there may be 30 boys in a class, in others there are only 5 or 6, and yet in each case a teacher who has the same qualifications would be allowed the same grant.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—It could not be fixed. The object of the grant being to secure efficiency, the proportion would vary according to the amount the Managers could bring to meet it, which would depend in most cases on the locality.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—There is no limit to the number of College students that a Professor might have in a class, but he must be a born teacher and ruler of boys.

In middle schools under an ordinary Native master the strength might be allowed to reach 40, or so, giving a daily attendance of under 40; but the master should be physically as well as mentally fit and active.

Ques. 59.—In your opinion should fees in colleges be paid by the term, or by the month?

Ans. 59.—It might be left to the discretion of the Principal or Manager.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—I don't see how it could be so interpreted.

Ques. 61.—Do you think that the institution of University professorships would have an important effect in improving the quality of high education?

Ans. 61.—The professors in the Presidency College may be said to be University Professors.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—Certainly not. While the examinations have been productive of much good, the system of promotion in the Director's office is a very serious defect;—not the least part of which is the lowering the dignity and position of the head master thereby. It has also prevented some Managers of private schools sending in their classes; as the Manager or head master would not bind himself to resign his prerogative and refuse promotion to a boy who he knew had failed from some exceptional cause to get the minimum in a subject. Again, not only are deserving boys often kept back, but the head master of a Government College recently accounted to me for the failure of many of his pupils at the Middle School Examination as being due to the fact that many of those who were allowed up in accordance with the Comparative Examination rules were quite unfit in one or more important subjects.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—Yes; they are printed in the *Standing Orders.* They require some modifications, and should be made compulsory on all aided schools.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—I do not see how in this country a college or school could be regarded as a model in the sense intended.

A hard-working head master is a model, and will have imitators; and there is a good deal of emulation which stimulates the masters and pupils in the schools and colleges tested by the University and other examinations.

If it is a model as regards good building, furniture, &c., it is merely a question of money.

But if efficiency in all respects, neatness, good discipline, and the like are required, the inspecting agency will see that all schools are models of these.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B. A. standard?

Ans. 65.—Not less than half should be Europeans; but for such subjects as Sanskrit and mathematics, Native professors might be appointed.

I should like also to see every High School and Second Grade College under a European;—these cover a much wider area for influence than "Colleges educating up to the B.A. Standard."

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—I believe the Native community, especially students who can judge for themselves, prefer to be taught by Europeans, and Native Managers would be willing to employ them, but as a rule they have to go to the cheapest market.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—If the proposals suggested in answer 48 were accepted.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—Yes, there are instances.

Ques. 70.—Are the conditions on which grants-

in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—Some of the new rules of the salary grant system are very unfair; especially where they affect teachers of long standing, who hold high positions in high schools; the cases I refer to are those of masters in the two chief institutions in Madras for European and East Indian boys, and for such either the rules should not have been retrospective, or the Director be empowered to deal with them separately.

Cross-examination of Dr. John Bradshaw.

By Mr. P. Ranganada Mudaliyar.

Q. 1.—In answer 2 you hold that "administration should be in the hands of Educational Officers." Will you explain what you mean to convey by the term 'administration'?

A. 1.—I mean chiefly the administration and distribution of the funds allotted by the Board. My objection is that in some Local Fund Boards, the President overrules the educational officers entirely. These powers are sometimes exercised by young officers and others who have little or no knowledge of the wants and wishes of the people.

Q. 2.—In answer 11 you say that "a smattering of the vernaculars is sufficient for a pass at the public examination." Would you recommend that the vernacular standards should be raised considerably?

A. 2.—I understand that the standard is going to be raised for the Matriculation Examination of the University. This will tend to raise the standards of the lower examinations.

Q. 3.—In answer 17 you say that "if a Government or Mission College were closed in a 'paying' locality a committee would take it up." Is there any locality where any Government or Mission College is really self-supporting, much less 'paying'?

A. 3.—I know of no college which is self-supporting, depending on fees alone. There are places where such a college might be self-supporting with fees and grants, if there were no rival college.

Q. 4.—In answer 16 you suggest that the second grade colleges recently started at Cuddalore, Salem, and Madura should be closed. Concerning the Madura College, are you aware that the number on the rolls on the 31st March 1882 was greater than in any other Government Second Grade College except Calicut?

A. 4.—Yes. I am.

Q. 5.—And the cost of the Madura College was less than that of any other Government college, being about half as much as that of the colleges at Calicut, Mangalore, and Bellary. In view of these facts, would you spare the Madura College or doom it with those at Salem and Cuddalore?

A. 5.—My objection to these colleges is contained in the last three lines of my answer. I admit that it is less costly than any other second grade college. I should prefer, however, that Madura be omitted from my answer, as that district does not lie in my Division; but I retain my private opinion that it would be preferable for the students of that college to go to Combakonum for their F. A. studies.

By Mr. Fowler.

Q. 1.—In reply to question 12 you say "Recognised teachers should receive a fixed monthly salary." How would you settle the amounts?

A. 1.—According to the standard of the class and the school, and to the qualifications of the teachers. The amount should be from ₹5 to ₹12 a month.

Q. 2.—You suggest half-yearly examinations: would such be practicable?

A. 2.—It is impracticable with the present staff.

Q. 3.—Is the plan of paying a result grant in one lump grant a good one?

A. 3.—If practicable it should be paid in monthly instalments after the examination, during the following ten or twelve months.

Q. 4.—Am I to infer from your reply to question 19 that you would vary the rates of result grant to suit different districts?

A. 4.—Yes.

Q. 5.—But would there not be great practical difficulties?

A. 5.—I think not for the few cases that would require consideration. See also my answers to questions 55 and 56.

By the Rev. William Miller.

Q. 1.—Kindly say whether you think there is much danger of uprooting the *pial* schools from the affections of the people in the process of bringing them into harmony with the prevailing system.

A. 1.—In many places the people are becoming satisfied that the old system should be replaced by the present.

Q. 2.—Would you favour a scheme by which the standards and rules for aiding a *boná fide* indigenous school should be distinctly lower and laxer than those applied to a school started and conducted on what may be called the modern plan?

A. 2.—I do not think any such scheme is required; for teachers in indigenous schools need not take all the subjects in each standard.

Q. 3.—Will you favour the Commission with your views as to the practical working of what is known as the combined system, which is understood to aim at such a combination of monthly and annual payments as you suggest?

A. 3.—I am in favour of that system.

Q. 4.—Would you kindly explain what harm you regard the College Departments referred to in your answer to question 16 as doing?

A. 4.—The harm which I think they do may be inferred from the last three lines of the quotation from my report given in my answer.

Q. 5.—Can you give some idea of the real cost which the College Departments at Salem and Cuddalore entail on Government?

A. 5.—At Salem in 1881-82 the annual cost to Government of educating each student was ₹323, at Cuddalore ₹277, and at Berhampore ₹668, and at Salem the cost of turning out a successful F.A. was about ₹1,180.

Q. 6.—Please say whether there are many localities at present occupied by Government

institutions at which a school educating through the course up to the matriculation standard may be made self-supporting?

A. 6.—There are none in that condition now.

Q. 7.—Referring to your answer to question 20, let me ask whether the practical tendency of a system so centralised as the present one, in which standards are so rigidly fixed, and yet make no allowance for religious subjects, is not adverse in its whole tendency to schools in which any religion is taught; *e.g.*, such schools as are described by the Hosúr Deputy Inspector in your evidence. (See page 21).

A. 7.—The fact of the school being under inspection does not prevent other subjects being taught than those put down in the curriculum; and other class books than those read in Government schools may be used if of the same standard.

Q. 8.—Is it not probable that under the present system all such schools will ultimately be driven from the field?

A. 8.—I see no reason for thinking so.

Q. 9.—Allow me to ask whether the change for the better that is going on, as stated in your answer to question 21, is proceeding at what you would regard as a healthy rate, or would it be wise to attempt any new means to accelerate its progress?

A. 9.—I think it would be well if Government could give some impetus to it. Some years ago there was a proposal that Government should establish a school in Madras for the sons of Rajahs and Zemindars.

Q. 10.—Referring to your answer to question 23, may I ask whether you are aware that there is a strong prejudice in favour of a Government Institution simply because it is a Government Institution?

A. 10.—I do not think this exists so much where there is also a non-Government institution; and among the reasons why an institution is preferred should be reckoned its situation, its teachers, and their influence in bringing their relatives and helping them with their fees, &c.

Q. 11.—May I ask whether you think that laxity in enforcing fees and in permitting non-attendance is really "advantageous" to a school in the long run?

A. 11.—No; but I consider that the conditions laid down for Government schools, as regards collection of fees, are too severe.

Q. 12.—Kindly inform us whether there is not a system of free scholarships in force in Government schools such as either draws away many of the best boys from non-Government schools or compels the Managers of the latter to take them as free scholars, thus *pro tanto* diminishing the resources of the school.

A. 12.—The number is so limited that the loss of resources does not counterbalance the advantage of obtaining a pupil who stands high at an examination.

Q. 13.—Will you kindly explain whether there is not some incongruity between your statement as to there being no interference with the free development of aided schools, and your reply to question 62? If the system of examination be such as it is there described, lowering to "the dignity and position of the head master" and such as to compel him to "resign his prerogative," does it not "interfere with the free development of private institutions"?

A. 13.—I do not see any incongruity, as it is optional with the master to present his class for examination or not.

Q. 14.—Let me ask if the withdrawal of Government from managing schools were carried out in the places where "it would have no ill effects, even immediately," would it not healthily hasten the time when the same step might be taken in places where it would at present be injurious?

A. 14.—I do not see that it would.

Q. 15.—Presuming from your answer that you consider a definite course of instruction in morality a desirable thing in itself, may I ask how far you consider it a practicable thing?

A. 15.—I think the Government series might be so compiled as to include a course of morality.

Q. 16.—Is the choice of Deputy Inspectors referred to in your answer to question 47 limited to men in Government schools at present? If so, is the limitation made by any rule, or simply by custom?

A. 16.—Of late years only men in Government schools have been selected so far as I know of; but there is no rule on the subject.

Q. 17.—Please inform us whether you mention the schools at Tiruvadi and Trivallur as isolated and exceptional instances, or as types of a class and illustrations of a tendency.

A. 17.—I know of no others to which my answer would be applicable, but these cases may form a precedent.

Q. 18—Kindly explain whether in the latter part of your answer you mean that under the new rules the schools really were inadequately supported, or that the Managers erroneously thought so.

A. 18.—I mean that they really were inadequately supported in consequence of the reductions of salary grants under the new Code.

Q. 19.—Why do you single out the professors of the Presideney College as equivalent to University professors

A. 19.—Because it is a secular institution.

Q. 20.—I understand you to mean in your answer to question 66 that it is simply a question of money, and that if sufficient resources be forthcoming, from whatever quarter, Native Managers are likely to be quite ready to employ European professors when necessary;—will you kindly say whether my understanding is correct?

A. 20.—It is.

By THE REV. DR. JEAN.

Q. 1.—(*A. 8*). If Municipalities were merely required to set aside a fixed proportion of their income for elementary education, would not elementary education be exposed to being left unprovided for in years in which the income is smaller, and consequently the fixed proportion is insufficient? What should be done in such a case?

A. 1.—I am not prepared to say what should be done in such a case.

Q. 2.—Would you extend your suggestions in your answer to question 13 to all localities, even to those where parents are most reluctant to sending their children to school?

A. 2.—As a condition of aid, I would.

Q. 3.—If many matriculates are found to be very backward in English and even in their own vernacular (*A. 27*), does not this arise in great

part from their having to prepare too great a number of subjects for matriculation? Do you think that they can get more than a smattering of so many subjects?

A. 3.—I agree partly with your objection.

Q. 4.—In your answer to question 38 you say that, in the event of the Government withdrawing from the direct management of schools and colleges, education would not deteriorate, because it would adjust itself to the University and public examinations. But I ask you, would not the University itself be compelled to adjust its own standard to the teaching in schools, if the teaching became less efficient? And if so, does not the question of deterioration depend on this: whether, in the event above mentioned, the general teaching would not lose in point of efficiency?

A. 4.—I do not think that the teaching in schools would deteriorate, and, therefore, it would not be necessary for the University to lower its standard.

Q. 5.—In reference to your answer to question 16, I would ask you whether a 3rd class graduate is not often as good, and at times better, than a 2nd class graduate for the function of head master, so that a Manager may have good reasons to prefer the former to the latter?

A. 5.—Not as a rule.

Q. 6.—I think I have heard you say that pupils studying for F.A. in Madura might have gone to Cumbakonum. You seem then to think that students will not be debarred from prosecuting their studies by being compelled to resort to distant places. Please tell me whether your experience confirms this, even in the case of children of poor families.

A. 6.—It would be cheaper for Government to give scholarships to maintain poor students in Madras.

By THE PRESIDENT.

Q. 1.—May we understand that you adopt the whole of the small print quotations in your examination-in-chief; or that you accept only part of them as your own?

A. 1.—I adopt all except parts of the quotations under my answer 2. For example, I do not wish to see the inspecting schoolmasters increased, nor am I in favour of compulsory education. I would desire an Education Act, but not a compulsory one.

Q. 2.—Do you desire to add any further statement to Section *d* of the third answer in your examination-in-chief?

A. 2.—I would add that, when a school is established in a village or any interest taken in it by a locally influential or wealthy Native, it is either for the sake of educating his own sons at a less cost than if he employed a private tutor, or to provide for some relative dependent on him whom he appoints master, or to make use of the master as a writer and for other duties in his house.

By MR. P. RANGANADA MUDALIYAR *through* THE PRESIDENT.

Q. 1.—In answer 23 you say that in Government schools "full fees are required from all boys except those elected to scholarships." Are not full fees exacted in Government institutions even from stipendiary scholarship-holders, and does the same practice obtain in aided institutions?

A. 1.—Yes, full fees are exacted in Government institutions, but I am not aware of the practice in aided ones. By scholarships in 23 I mean full scholarships.

Q. 2.—Please fill up the blanks in answer 48.

A. 2.—1st blank, South Arcot. 2nd blank, Cuddalore. 3rd blank, Chillambram. 4th blank, Cuddalore.

Q. 3.—In answer 48 you say that, while there is a Government High School at Cuddalore, aid should not be given to the High department of Chillambram. Why should Patcheappa's High School at Chillambram not have a grant, when mission High Schools at Cuddalore itself have grants given them for their High School Departments?

A. 3.—I would have one central institution of the higher class in Cuddalore for the whole district.

Evidence of D. DUNCAN, ESQ., M.A., D.S.C., *Acting Principal, Presidency College.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—Since 1870 I have held the office of Professor in the Presidency College, of which institution I am at present the Acting Principal. I am also Registrar of the University of Madras—a post which I have held for five and a half years. I have, in consequence, been brought into relations direct or indirect with all the institutions, Government, aided, and private, in this Presidency as well as in Travancore and Mysore, which send up candidates to any of the University Examinations. Although professional pursuits have familiarised me chiefly with the higher education, I have always endeavoured to cultivate a lively interest in the development of primary and middle school instruction throughout Southern India.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—On the first part of this question I would merely remark that the principle ought never to be lost sight of that improvement in primary instruction ought to go hand in hand with improvement in the physical and economical condition of the people. Whether primary instruction is pushed far ahead of the latter or lags far behind it, the result is evil. As I have tried to show in my answer to question 36, this is the part of a national system of education which can be most efficiently and economically conducted by local effort, each particular community being the best judge both of the course of instruction most suitable to its requirements and of the extent to which it should be carried.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—My experience does not lead me to place a high value on home instruction in any country, much less in India. An indispensable condition of home instruction is the existence of enlightened family and social surroundings. Now, even in Great Britain, where the young cannot only have the assistance and encouragement of elders who themselves know the value of instruction, but also enjoy numberless facilities for private study, the statistics of public examinations show that private students do not compete on equal terms with those educated at school. If this be so in countries where the population at large have for generations enjoyed the advantages of education, what are we to expect in India, where the educational facilities and influences outside the school are respectively so few and so week? Home instruction, to be successful, demands an educated home, which in India is the exception rather than the rule.

I am far from denying that private or home instruction does in India occasionally produce results that need not fear comparison with the best products of our educational institutions. Some of the foremost members of the Native community of Southern India at the present day received their education outside the pale of our colleges. But such instances merely prove what the advocates of scholastic training have never denied, namely, that exceptional ability and diligence may compensate for the want of academical opportunities.

The following figures show how it fares with the two classes of students in the examinations of the University of Madras:—

Matriculation Examination.

Years.	—	Number examined.	Number passed.			Percentage passed.
			1st Class.	2nd Class.	Total.	
1877-78	Scholastic.	2,210	96	682	778	35·2
	Private.	231	...	29	29	12·5
1878-79	Scholastic.	2,384	19	333	352	14·8
	Private.	213	1	3	4	1·9
1879-80	Scholastic.	2,772	51	951	1,002	36 1
	Private.	537	...	92	92	17·1
1880-81	Scholastic.	3,047	95	1,181	1,276	41·9
	Private.	472	...	95	95	20·1
1881-82	Scholastic.	3,234	63	1,006	1,069	33·05
	Private.	491	1	61	62	12·6

First Examination in Arts.

Years.	—	Number examined.	Number passed.			Percentage passed.
			1st Class.	2nd Class.	Total.	
1877-78	Scholastic.	430	13	169	182	42·3
	Private.	77	...	9	9	11·7
1878-79	Scholastic.	556	9	154	163	29·3
	Private.	107	...	9	9	8·4
1879-80	Scholastic.	540	47	237	284	52·6
	Private.	42	...	11	11	26·2
1880-81	Scholastic.	423	33	127	160	37·8
	Private.	55	1	6	7	12·7
1881-82	Scholastic.	642	52	339	391	60·9
	Private.	91	...	32	32	35·1

B.A. Degree Examination.

Years.	—	Number examined.	Number passed.				Percentage passed.
			1st Class.	2nd Class.	3rd Class.	Total.	
1877-78	Scholastic.	122	1	11	36	48	39·3
	Private.	28	...	...	4	4	14·3
1878-79	Scholastic.	129	...	50	45	95	73·6
	Private.	102	...	13	32	45	44·1
1879-80	Scholastic.	143	3	43	31	77	53·8
	Private.	32	...	3	5	8	25
1880-81	Scholastic.	157	...	55	44	99	63·06
	Private.	38	...	4	10	14	36·8
1881-82	Scholastic.	225	2	61	75	138	61·3
	Private.	36	...	2	4	6	16·7

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of one instance in which a Government institution of the higher order was closed and the work it was performing transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854. The instance I refer to is the school department of the Kumbakonam College. There may be others, of which I am not at present aware. But there have been numerous instances of the closure or transfer of Government institutions in favour of Missionary bodies—a transfer which was not contemplated by the paragraph of the Despatch cited above.

The reason why more effect has not been given to this provision of the Despatch is, I believe, that which is contained in the selfsame paragraph, namely, that successive Directors have been unwilling "to check the spread of education in the slightest degree by the abandonment of a single school to probable decay." Vague charges against the administration of the Educational Department, like many of those with which we have become familiar in recent years, are easily made and not easily refuted. I would ask those who impugn the action of Government educational officers to name a single instance in which any reluctance has been shown to transfer or close a Government institution of the higher order in favour of one managed by a "local body;" or a single instance in which a Government school of this class has been established in a place where there existed a sufficient number of efficient schools maintained by "local efforts." The fact that in recent years so many Government schools have been either closed or transferred to the agents of Missionary Societies is of itself sufficient to show the willingness of the Department to develop the grant-in-aid system. For surely nobody will argue that foreign Missionary Societies are "local bodies," or that the labours of European gentlemen largely supported by funds collected in Great Britain can be termed "local efforts." I mention this because it seems to justify the conclusion that if successive Directors have shown themselves prepared to close Government schools in favour of grant-in-aid schools, even though the latter were not managed by local bodies, it is reasonable to suppose that they would have been equally ready to embrace every opportunity of doing so in favour of schools conducted by genuine "local bodies." If the

number of such transfers has not been great enough to satisfy ardent reformers, it should be remembered that 25 or 30 years, though a long period in the life of an individual, is but a short period in the life of a nation or in the carrying out of a scheme of public instruction which is to incorporate itself with the other permanent elements of national policy.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—There is every reason to believe that what has generally happened in the past would usually happen again, on the closure or transfer of a Government institution of the higher order. The "private bodies" would in nine cases out of ten be the agents of some one of the Missionary Societies. Now I cannot conceive that it was the intention of the framers of the Despatch of 1854, or that it is the desire of the Government of India, to see education practically taken out of the hands of the Natives of the soil and monopolised by persons acting under instructions from committees in Great Britain or elsewhere. If Government really desires to foster self-help among the people (and I entertain as little doubt about that as I do about its being the duty of Government to cultivate it), more care should be taken than is usually done to see that the closure or transfer of the State school has that effect. As a rule the worst measure that could be adopted to secure that end is to hand it over to one of the Missionary bodies. A Missionary school is to a certain extent a charity school. Now if it were proposed to rouse a community to private effort in the management of its own affairs, it would hardly conduce to that end if a foreign society were to establish a soup kitchen, or a work-house, where food or shelter could be obtained at only a fraction of its value. This would be to pauperize the people rather than to stimulate self-help. And nothing but the glamour of false sentiment prevents people from seeing that a system of education largely supported by foreign charity must have the same pauperizing tendency. On the other hand, there are as yet very few districts in which the transfer of a Government institution of the higher order to the management of local committees of Native getlemen would not act injuriously on education. The reasons for this will be found in my answer to question 36. With the spread of the higher education, every year will see it becoming more easy to make such a transfer with impunity.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years, from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—In certain districts the intimation that Government would after a specified time withdraw from the maintenance of higher educational institution would altogether fail to rouse the people to concert measures for the maintenance of the institution on a private basis. Where education is backward and the people are poor, the institution would simply be allowed quietly to die. I presume, however, that Government would not propose to withdraw from schools so circumstanced, but only from those situated in the midst of a comparatively well-to-do community, who had learned to appreciate the value of education. In the latter case, if the people are wealthy enough to support the school themselves or with the aid of a grant, it must be left to their sense of the value of education to devise means for carrying on the institution on a private footing.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—I do not believe that any school or college in this Presidency enjoys any advantage or suffers any disadvantage as regards aid and inspection on account of any religious principles taught in it. If any institution is placed at a disadvantage in this respect and on this account, its case will no doubt be brought to the notice of the Commission.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The following statement, drawn up on the 31st March last, shows the classes of the population to which the pupils of the Presidency College belong:—

	Officials.	Traders.	Farmers.	Artizans.	Coolies.	Others.	Total.
College . .	80	17	47	1	...	66	211
High School .	53	18	18	2	..	44	135
Middle School .	38	18	4	1	...	37	98
Total .	171	53	69	4	...	147	444

"The wealthy classes" being a very elastic phrase, it is not easy to say whether or not they pay enough for the education of their children. Very few Native officials can be called wealthy, and, as far as they are concerned, the fee could not be much raised without injury. The same may be said of the "Trader" and "Farmer" classes. Under the head of "Others" come some who may be described as poor, being the children of teachers in aided or private schools, and some who may be designated wealthy, such as the children of a few prosperous pleaders. Taking them as a whole, I should think it a misnomer to designate as "wealthy" the classes from which the pupils of the Presidency College are drawn. Compare these classes and the fees they pay with the classes whose sons attend the Scotch Universities and the fees charged them. A Scotch Arts student usually pays six or nine guineas a year, according as he attends the lectures of two or three professors; whereas the Madras student pays Rs. 60, and the Calcutta student Rs. 144 a year. I do not wish it to be inferred that the fees in our colleges cannot be raised in any degree. But I do mean to protest against the practice of singling out the people of this country from those of all other coun-

tries in the civilised world as a people who receive an eleemosynary education at the hands of the State. I have compared India with Scotland. If we compare it with Germany it will be still more apparent that India is not so exceptionally dealt with as is commonly supposed. Mr. Lethbridge has recently shown that the tuition fees in some of our Indian Government colleges are high as compared with those of Oxford and Cambridge. On the whole, the fee seems to me to be approximately adequate when compared with the means of those who attend our colleges. Is it adequate with respect to the expenditure made by the State? The fee at present charged in the Presidency College is Rs. 5 a month. Without denying that some increase might be made, I may say that the highest possible addition to the fee will have an almost inappreciable effect in lessening the cost to the State. The idea that collegiate education in India can be made self-supporting by fees alone rests on a very slender foundation of fact. I doubt if collegiate or University education is self-supporting in this sense in any country. In the Arts classes of the University of Edinburgh the fees cover about one-third of the expenditure, the remaining two-thirds being met by Government, and by endowments, &c. Now if we bear in mind that they are and must for a considerable time continue to be largely officered by a highly paid European agency, it will appear from the following figures extracted from the Report of the Director of Public Instruction for 1880-81, that the Government colleges of Madras are not all so hopelessly bad financially as is sometimes supposed.

	Percentage of fees to cost.
First Grade.	
Kumbakonam College . .	36·73
Presidency . „ . . .	15·14
Rajahmundry „ . . .	9·20
Second Grade.	
Calicut College . . .	27·85
Madura „	24·53
Mangalore „	12·80
Salem „	11·88
Cuddalore „	11·45
Bellary „	8·14
Berhampore „	3·94

It thus appears that the Kumbakonam College contributes more towards its support from fees than the University of Edinburgh, and that Madura and Calicut are approximating to the proportion of one-third. With regard to the others (the Presidency College excepted), it must be remembered that they are either in their infancy, or are located in districts poor, sparsely peopled, or backward. As for the Presidency College, the revenue from fees meets only something less than one-sixth of the expenditure. In explanation of this a variety of considerations must be kept in view. (1) The Presidency College is officered almost entirely by Europeans in the graded service, consequently the cost of the establishment is high as compared with that of the mofussil colleges. (2) It so happens that the professors at present belong most of them to the second and third classes of the graded service; if the cost be taken several years ago, when the professors were all in the fourth class, it will be found to be considerably less. In fact with the system of grading now adopted the cost for any one year is of little value. Moreover, if most professors happen to be in the higher classes, most of the Inspectors must be in the lower classes. The cost of the graded service as a whole remains practically the same. (3) In comparing the cost of the Presidency College with that of aided colleges, the very important circumstance should not be overlooked that it is the only college in Southern India in which *all* the optional branches for the B.A. degree can be efficiently studied. One college may be equal to it in facilities for studying the mathematical sciences, another may be equal as regards the means for prosecuting the physical sciences, while a third may not be behind in respect to the mental sciences; but in no other institution are equal facilities afforded for the study of all the three. Hence the Presidency College is the only institution where a real as compared with a merely nominal option is permitted to pupils. (4) There is the further fact that it is the only college which has a chair of Sanskrit and Comparative Philology filled by a European scholar. These special facilities for study are exactly as they ought to be if the Government college in the capital of the Presidency is to maintain its position as the model college of Southern India.

In order to arrive at a true financial estimate of the comparative cost of Government and aided colleges, it has been said (*vide* Madras Report on Public Instruction for 1880-81, p. 20, § 15) that "25 per cent. should be added to the former on account of pension contingencies." With this I quite agree, provided a similar addition be made to the cost of aided colleges. Some colleges under native auspices either have or are devising a system of pensions for teachers. As to Missionary colleges, it is notorious that the nominal salary gives little idea of the real salary. I am not aware to what extent pensions are allowed to Missionaries in India; but in many cases the Missionary educationist has a free house or house-rent allowance. If he marries, his salary is increased; and the birth of each child means an increase of so much to the monthly income. The journeyings to and fro between England and India, both of himself and his family, are paid by the Society, and when he remits money home, he can do so, with certain restrictions, at the rate of two shillings per rupee.

In naming these manifold additions to the small nominal salary of the hard-worked Missionary, I am far from meaning to suggest that they are not well deserved. But in the name of common fairness I ask that they shall not be overlooked in drawing a comparison between the cost of Government and of aided colleges. It is difficult enough to form a just conclusion as to their comparative cost, even when all the known facts are before us; we need not add to that difficulty by ignoring an important class of known facts.

If it were decided to raise the rate of fee, I should advocate a higher rate for the B.A. than for the F.A. classes. But a matter of more importance than the raising of the fee is the equalising of it. Artificial fiscal arrangements are now being driven from the fields of industry and commerce, and I have yet to learn on what sound principle of honesty or policy they are retained in the domain of learning. That inefficient instruction should charge a less fee than efficient instruction will commend itself to every mind; but that pupils should be asked to pay a fee of Rs. 5 a month in one institution for instruction which they can receive of exactly the same quality in the next street for R3-8, is a state of things which it would require stronger reasons than I

have yet met with to justify. This is a form of "unhealthy competition, the remedy for which is in the hands of Government. Two and only two consistent courses seem to me to lie before Government: either to decline to interfere in any way with the rate of fee to be levied in aided institutions, or to insist that all institutions in the same neighbourhood which impart the same kind and amount of instruction shall charge the same rate of fee. But to deliberately sanction the handicapping of its own institutions and the bolstering up of aided institutions by an arbitrary difference in cost which bears no relation to any real difference in value, is a policy which, I respectfully submit, is opposed no less to the recognised principles of political morality than to those of political economy. How can it fail to suggest the idea that the education of the people is of less importance to Government than the educating of them by means of a particular class of institutions?

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—That a non-Government institution may become influential side by side with a similar Government institution is proved by the state of things in the town of Madras, where, in addition to the Presidency College, there are the Madras Christian College teaching up to the B.A. standard and Pachappa's College working up to the F.A. standard. The Doveton Protestant College being intended mainly for a particular section of the community, may be left out of consideration. Both the Christian College and Pachappa's College are influential, each in its own way. As to stability, Pachappa's College, which is entirely managed by a committee composed of some of the leading Native gentlemen in Madras, has a large funded capital to fall back upon. It possesses, therefore, the conditions of permanence in as high a degree as they can be found in any Native institution in this part of India. In the case of the Madras Christian College, which is the most influential non-Government institution in Southern India, the principal element of instability that I can see is the circumstance that something like one-third of its income is derived from the contributions of Missionary Societies in Scotland and England. Now, everybody is aware how liable such contributions are to vary, from year to year, either from the pressure of hard times, or from the opening up of new fields of mission enterprise, or from change of opinion as to whether primary or high class education is the proper work for Missionary bodies. The influence and stability of non-Government institutions appear to me to depend mainly on conditions internal to themselves, chiefly, a stable financial basis and an efficient staff. So long as these favourable conditions are present, they have nothing to fear from the competition of Government institutions.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—The cause of higher education is not unfrequently injured by unhealthy competition, which it is the present fashion to lay at the door of the Educational Department. But competition is a characteristic of human nature, not a feature of any particular class of colleges. In some cases the competition is between a Government and an aided school, but it as frequently exists between one aided school and another, between one native institution and another, nay even between one mission school and another. It is natural for the institution first in the field to look upon itself as having a monopoly, and to resent the intrusion of new comers. If the locality, or the teaching power, or the rate of fee levied, is dissimilar, the competition is more or less unequal. And the danger then is of attempts being made to restore the equilibrium by means which are injurious to the students intellectually and morally. Discipline is relaxed, because pupils who are strictly dealt with revenge themselves by going to the rival institution. A lower standard of excellence is made the qualification for promotion, because boys not promoted in one school go to another. It is generally believed, for example, that the quality of the matriculates at Kumbakonam, now when there are several institutions teaching up to the Matriculation standard, is inferior to what it was in former days when the only institutions preparing candidates for the Entrance examination were the Kumbakonam College and its feeder, the Town High School.

I think it would be as unwise (and, I may add, as useless) to interfere with the action of competition in the educational world as to try to do so in the economic world. It is only by free competition that there will gradually be evolved the educational system that is adapted to the wants of the country. In the process there will no doubt happen injury to interests which we should like to see conserved. But this is true of the struggle for existence everywhere.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—As a great deal of misapprehension exists on this matter, I have had a statement drawn up showing the present position of the Bachelors of Arts of the University of Madras. The statement must not be taken as complete or even as very accurate, there not having been time to communicate with graduates in cases where more definite information was wanting. But it is sufficiently accurate and complete to enable the Commission to see that the oft-repeated outcry that we are raising up a race of men who cannot find remunerative employment is very far from the truth.

Bachelors of Arts, 31st March 1882.	In Government Service.							Teachers in Aided and Private Schools.	Vakils.	Merchants.	Mirasidars.	In service of Native States.	Of independent means.	Pensioners.	Students at Professional Colleges.	Total.	Occupation unknown.
	Judicial.	Revenue.	Educational.	Engineering.	Indian Medical Service.	Clerical.	Clerks under Rs. 100 per mensem.										
971	118	36	90	4	3	1	96	118	92	4	4	68	55	4	103	796	175

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value

of the education in secondary schools for the requirements of ordinary life?

Ans. 26 & 27.—There can, I think, be little doubt that the attention of teachers and pupils in secondary schools is unduly directed to the Entrance examination of the University, and that this circumstance impairs the practical value of the education received for the requirements of ordinary life. The Entrance examination is the goal for these schools, and the subjects taught in the lower classes are chosen with a view to prepare the pupil in the course of years for the Matriculation class. The University looks upon the Entrance examination not as a test of fitness for the duties of daily life, but as a means of ascertaining whether the candidate has acquired that amount of general information and mental discipline which will enable him to profit from a course of liberal education. I do not think that it would be possible for the University to modify the Matriculation examination so as to make it a test of fitness for the practical pursuits of life; nor, if possible, that it would be desirable.

What we require is (1) a greater variety of educational institutions, and (2) inducements to pupils to attend them. In this country there is nothing like what exists in Western Europe—schools of different kinds, instituted for different ends, and organised and worked on different plans adapted to those different ends. Compared with primary and secondary education in Great Britain, the Indian educational system presents a far greater unity of plan and uniformity of operation. The explanation of this is that in Great Britain public instruction has slowly grown up under the conditions of an indigenous, complex, and many-sided civilisation, whereas here it is a cut-and-dry rigid system imposed on the country once for all from without. In India the development of each institution can take place only along one and the same unbending line marked out for all, and anything like lateral development with a view to meet the special requirements of different districts and different communities is out of the question. Besides a greater *variety* of schools, it is also very desirable that the curricula of primary, middle, and secondary schools should be so arranged that each curriculum shall form a complete whole as far as it goes, so that, should the pupil not advance beyond a given stage, he shall nevertheless be, as far as he goes, fairly well equipped for the corresponding walk in life.

Even were the means provided there would be much difficulty in inducing pupils to attend schools which did not directly prepare for some one of the public examinations. Heads of institutions, Government and aided, as well as the officers of the Department generally, have contributed not a little to the spread of the opinion, which in Southern India is almost universal, that a public examination is the natural goal of every grade of school instruction. I remember being much struck on my first arrival in India when I discovered that every one of the pupils in our colleges was destined to undergo the ordeal of one of the University examinations. I have often wished to see in my class a few who did not intend to appear for the degree examination; but during my twelve years' experience I have had only one young man who attended my classes solely for the sake of the knowledge and culture he expected to acquire. He is now, I believe, engaged in business on his own account. If the same pains were taken to hold up to the people the solid advantages of an education adapted to the real wants of daily life, as is taken to keep ever before them the passing of an examination, we might in course of time have an ever-increasing number to whom the latter would appear to be of very minor importance.

One of the most important aids towards the popularising of a really useful and practical education, which would be independent of a public examination test, is the development of the industrial and commercial resources of the country. But, as I have already said, a useful and practical education and industrial and commercial enterprise, being mutually cause and effect, it is useless to attempt by legislative measures to push the one far ahead of the other.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—Last year 3,788 candidates appeared for the Entrance examination of the Madras University. This year the number will probably be 4,000. Though large in itself, this figure forms a very small precentage of the population. In Great Britain, those who enter the Universities form only a small fraction of the educated community; but in Madras, as I have said in the answer to the two preceding questions, it is entirely different, the Entrance examination being the gate through which every fairly educated person passes or tries to pass. That India does not at present demand the same proportion of educated persons as Great Britain is true; but I do not think there is evidence sufficient to support the common allegation of the Anglo-Indian Press, and the general opinion entertained by the majority of Europeans in this country, that the number of those who seek admission to the University is unduly large when compared with the requirements of the country.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and Aided schools?

Ans. 29.—Government stipendiary scholarships are awarded on the results of the Matriculation and First Arts examinations of the University. The rules with regard to these scholarships are given in the *Standing Orders*. The holder of a scholarship may prosecute his studies in any college, Government or aided, in which satisfactory provision is made for his education up to the next higher standard.

The following is a list of stipendiary and free scholarships at present held in the Presidency College, with the districts to which the holders belong:—

	Stipendiary.	Free.
Berhampore	1	...
Kurnool	1	...
Tinnevelly	1	1
Mangalore	1	1
Calicut	1	2
Trichinopoly	1	...
Salem	1	...
Madras	4	6
Madura	3	...
Coimbatore	1	...
Chittoor	1	...

Bellary	1	...
Chingleput	1	...
Nellore	1	...
Malabar	...	1
Tanjore	...	1
Mysore	...	1
TOTAL	19	13

The stipendiary scholarships are impartially awarded as between Government and aided institutions. But in the actual working of the system aided institutions appear to enjoy certain advantages. (1) A scholarship-holder who elects to prosecute his studies at the Presidency College has the college fee deducted from the amount of the scholarship; whereas in some aided institutions at least he is admitted as a free scholar. (2) On looking through the records of the Presidency College for the present and last year, I find only a single instance of the transfer of a scholarship or scholarship-holder from an aided institution to the college; whereas the following transfers of scholarships or scholarship-holders from the college to an aided institution have been made during the years mentioned:—

	Scholarships transferred from the Presidency College to the Madras Christian College.	Scholarships transferred from the Madras Christian College to the Presidency College.
1881	4	1
1882	2	...
TOTAL	6	1

It is hard to believe that these migrations are merely the result of chance, and I must infer that there are causes at work which make it easier for a scholarship-holder to pass from the Presidency College to the Madras Christian College than it is for him to pass from the Madras Christian College to the Presidency College.

During the same period, as far as I can make out, no scholarship or scholarship-holder has been transferred from Government institutions to the Presidency College, while one has been transferred from the Presidency College to another Government institution. In addition to these there have been five transfers *from* the Presidency College, whose destinations I cannot trace.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum has not been devised with a view to train teachers for secondary schools. It is quite true that a young man cannot pass through the University course without acquiring a certain amount of knowledge of the subjects to be taught and the methods of teaching in a secondary school. But it is a fatal mistake to suppose that this is a sufficient equipment for the future schoolmaster. When it is said, as it often is, that a young man who has sat under good professors for four years must have learnt by force of example all that a Normal school can teach as to the methods of instruction and class management, it seems to be forgotten that there is, or ought to be, a wide difference between the methods adopted in a class of school boys and those pursued with young men at college. It is also forgotten that example requires to be supplemented by precept, and both by practice under the eye of a skilled teacher. I would accordingly advocate the maintenance of Normal schools as an essential part of a sound system of education. And steps should be taken to find out the cause of the apathy that exists in the minds of many managers and heads of schools on the subject of Normal school training.

In this connection I may point out that a very important part of a Normal school course is practically ignored in this Presidency. I refer to the absence of a course of instruction in psychology in its bearing on the teacher's profession. Much is said about giving Normal students some knowledge about the facts and principles of physics, chemistry, agriculture, &c., and about the best methods of teaching these subjects. But a knowledge of the human mind, the development of which is the *alpha* and *omega* of the teacher's work, seems to be considered as of not the slightest moment.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—In my answer to question 62 I have stated what seem to me to be the injurious effects of departmental examinations extending over the whole province and regulating promotions from class to class. I consider that such examinations interfere with the free development of private institutions; and that they tend to check the growth of natural character and ability among pupils of all schools alike. They are, however, alleged to be a necessity for the efficient working of the departmental machinery. If they be a necessity, they must be submitted to; but I cannot shut my eyes to the fact that they interfere with what is of far more importance than smoothly working departmental machinery—with a spontaneous, healthy, and many-sided education, adapted to the endlessly varied wants of the country.

Ques 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—I have no hesitation in saying that the parts of education that can be most effectively taken by other agencies than the State are primary and middle school instruction. I hold with equally firm conviction the obverse proposition that higher education—University education—is not a fit sphere for local enterprise. Primary and middle school education should, as far as possible, adapt itself to the varying wants of different localities, consequently local knowledge and effort can be brought into requisition with the greatest advantage to all concerned. The higher education, on the other hand, is not a matter of local, but of national importance, and should therefore be managed by the nation in its corporate capacity. Local bodies have not yet got that amount of learning and culture which can fit them to conduct the higher education efficiently and wisely. Even in a country like Great Britain, local management of University education, as far as it exists, is very defective. In the Scotch Universities vacancies in certain chairs are filled up by bodies of local constitution, while others are in the gift of the Crown. Now it has been remarked that the chairs at the disposal of a Town Council,

or whatever local body has the patronage, are rarely given to the best men—sectarian bias or local feeling leading the electors to prefer a candidate of third or fourth rate ability, who can pronounce their shibboleths, to one of national eminence, who declines to swear by any master. Though the Home Secretary is not altogether free from party bias, his appointments are, speaking generally, much superior to those made locally.

I would therefore strongly advocate the policy of putting the education of the masses as much as possible under the management of local bodies, and of retaining under the more direct control of Government the system of collegiate instruction.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—My answer to this question may be anticipated from my answer to question 16. The withdrawal of Government to a large extent from the direct management of schools and colleges would check the spread of education for many years. As to the effect which it would have upon the growth of a spirit of self-reliance upon local exertions, that will depend on the circumstances of each case. In a town like Kumbakonam, where there is a large population eagerly desirous of instruction, the withdrawal of Government from pre-collegiate instruction has given the people an opportunity of showing how readily they can combine for local purposes. It has also shown that a school teaching up to the Matriculation standard can support itself by fees without a grant-in-aid. In most of the large towns of this Presidency where there is anything like a similar demand for education, not only might Government withdraw from its own pre-collegiate schools, but grants-in-aid might also cease. It was never intended that the grant should enable managers of aided schools to have a profit of several thousand rupees on the year's operations. Yet there were, and I believe are, in this Presidency, institutions in this enviable position.

In the smaller towns and where education is in a backward condition, the withdrawal of Government from the direct management of schools would, I fear, very often prove detrimental to the cause of education, without at the same time calling forth a spirit of self-reliance among the people and willing ability to combine for local purposes.

In the majority of cases in which the question would arise as to whether Government should withdraw from the direct control of a school or college, the body which would take up the work would be some one of the Missionary societies; and we have to consider how such a transfer would affect the growth of a spirit of self-reliance and self-help. The mere transfer of a school from Government, which is not a local body, to the agent of a foreign association, which also is not a local body, must leave the people as they were before, as far as local effort is concerned. But this is not all. A moment's consideration will show that such a transfer would have an effect the opposite of that intended. (1) In the case of a Government school or college, the funds by which it is maintained come all of them from the people themselves, the tax-payers; whereas in the case of a Mission school, a portion, say one-third, comes from the charitable benevolence of people in Europe or America. Looked at, therefore, from a national point of view, the latter school implies less self-denial on the part of the people than the former. It is said, however, that though the expenditure connected with a Government institution is met by the nation at large, it is very desirable that it should be met to a larger extent by the people of the locality immediately benefited by it. This is one, and a not unimportant, aspect of the question. But a very valuable lesson is taught by the fact that the funds are not contributed locally—the lesson, to wit, that the different sections of the community together constitute one body corporate: a social organism, in which the good of the whole and the good of the different parts are identical. (2) Moreover, the custom being for Government schools to charge a higher fee than Missionary institutions, from a local point of view the latter call forth less self-denial than the former. (3) Education in Mission schools is to a certain extent eleemosynary from its very nature, and to that extent it must tend to weaken rather than to strengthen self-reliance and local effort. The transfer, therefore, of a Government institution to any one of the Missionary bodies either leaves the stimulus to local exertion and self-reliance exactly as it was before, or tends to weaken that stimulus. This view of the matter I conceive to be of the utmost importance, as there seems to be a confused notion in the minds of many that somehow or other the self-denying labours of Western Missionaries are the same thing as self-denial and local effort on the part of the children of the soil. Were it proposed that the charity of Western Europe and America should contribute say one-third of the cost of the judicial, the economical, or the political administration of this country, there would soon be an outcry against a course which would sap the foundations of national character. Now I see no reason to suppose that foreign charity can in the same circumstance both destroy and cherish a spirit of self-reliance and self-help.

We hear it often reiterated that Government schools and colleges are only temporary, and were never intended to be anything more. But it seems to be forgotten that the same may be said with much greater truth of Missionary institutions. Missionary schools and colleges can be nothing more than a temporary phase in the history of public instruction in this country. This is due partly to their want of durability, arising from the fluctuating opinion and sentiments of the charitable persons who support missions; but principally to the circumstance that they are not an organic part of the life of the nation.

I must not be understood to advocate the withdrawal of aid and encouragement from Mission schools. The task of educating the people of this country is so gigantic that assistance should be welcomed from every quarter. The living exemplification, throughout the length and breadth of the land, of that spirit of active benevolence which inspires Christian Missionary effort, is also, in my opinion, of the utmost value to India as an educational agent. And in so far as a claim for public support in future can be advanced on the ground of past success, the case in favour of the Missionary Societies is of the strongest possible description. So long, therefore, as Missionaries are willing to engage in this important work and the people are willing to receive instruction from them, they deserve, and I am convinced they will continue to receive, the warm and active support of Govern-

ment. What I wish to see removed is that confounding of two totally distinct aims, which is prevalent among both official and non-official Europeans. The establishment of an efficient system of public instruction being the ultimate end, our educational administrators aim at doing this (1) as economically as possible, and (2) in such a way as to foster a spirit of self-reliance and self-help among the people. These two subordinate ends are quite distinct, and yet are they not constantly confounded? Is it not continually taken for granted that when economy of State funds has been secured by the transfer of a Government school to a Grant-in-aid Mission school, we are also promoting the other end we have in view, to wit, the fostering of a spirit of self-help in the community? Suppose Government were to give up all attempts to make the people more self-reliant, and to seek only to secure the highest economy consistent with efficiency; in such a case, as far as the public purse is concerned, it would be a matter of indifference whether the grant-in-aid were given to a Mission school or to a school under Native management. Suppose, on the other hand, that, instead of economy, the growth of self-reliance and indigenous effort is the end sought, the grant-in-aid must be given only to schools under Native management, a Mission school being the least adapted of all to promote that end. The educational policy of Government ought to be conducted upon a clear and intelligent view of the difference between those two ends, and of the different relations in which Government institutions, aided Missionary institutions, and aided Native institutions stand to those ends respectively.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—The withdrawal of Government from the direct management of schools and colleges would tend to lower the standard in Southern India. This may not be a very modest statement for a Government educational officer to make, but it is what the teachings of the past lead me to anticipate. As far back as my experience goes, it has been a ceaseless effort on the part of the officers of the Department to prevent the standard from being lowered. This has been more particularly the case with regard to the scientific parts of our curricula, as contrasted with the literary.

This is precisely what we might expect in the circumstances. While all teachers, Government and non-Government, are, I trust and believe, equally anxious to do the very best for their pupils, the professors in Government colleges, secure in their position, have not the same temptations as those in aided institutions to strive after the popularity which accrues from a large number of passes in the University examinations. Moreover, taking them as a whole, the managers of aided colleges cannot command men of the same learning and ability as Government can.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—The position of moral instruction in a scheme of education is one of those vexed questions which press for answer, but in regard to which there is great want of unanimity among educationists. In this, as in the case of many other practical questions, difference of opinion with respect to the means by which the end is to be attained is very frequently interpreted as difference of opinion with regard to the desirability of the end itself. But it may safely be affirmed that there is one and only one opinion among educationists as to the desirability of the end; the education which cultivates the intellect, while leaving the moral nature a barren waste, being admitted on all hands to be only half culture.

It is solely on the point of what is the best method to pursue in training the moral nature that divergencies arise among those engaged or interested in the education of the young. There are those who advocate definite and systematic teaching of the principles of morality as a branch of knowledge in the same way as other branches of the school curriculum are dealt with. I have some difficulty in forming a clear notion of what is really meant by this proposal. But, if I understand it aright, I see endless difficulties in carrying it out, and even were these surmounted, I doubt whether the result would be as successful as its advocates anticipate. If morality is to be definitely and systematically taught like any other branch of knowledge, the teachers must themselves be definitely and systematically trained in the knowledge and application of moral principles; if they are not so trained and their teaching is to depend on the moral knowledge which every fairly educated man is supposed to possess, that is tantamount to saying that the moral teaching is not, and needs not be, systematic.

A suitable text-book is also a desideratum if morality is to take a co-ordinate place with other branches of knowledge in a school curriculum. Suggestions have been made in various quarters as to the preparation of such a moral text-book. I am afraid that those who have set such a task before them will not find it a light one. The proposal to prepare a systematic text-book of morality, so simple as to be intelligible to the capacities of school-going youth, and so catholic as to commend itself to the minds of all connected with education, appears to me utopian. But the form which such a book would probably take would be that of a sort of moral anthology, in which moral maxims and moral examples, culled from all available sources, would be brought together so as to form a Moral Reader. Such a book would doubtless be very valuable and interesting in its way, but I am afraid it would not produce a homogeneous impression on the youthful mind. This moral kaleidoscope would be apt to leave in the mind a shifting phantasmagoria of virtues and vices, of duties and obligations, which would be of small service in the affairs of life.

We must also be prepared to face another consequence of the introduction of a moral text-book, whether in the form of a systematic treatise or in that of a moral anthology. No sooner will morality have been taken up definitely and systematically as a constituent part of our school curriculum, than a place will have to be made for it in our scheme of examination. Now if the examination be on the theory of morality merely, the end for which definite and systematic instruction in morality is sought will not be obtained. For a theoretical knowledge of ethics has neither less nor more value than theoretical knowledge of any other kind.

If the examination be on practical morality, a genius will have to arise to teach us how moral character is to be valued by percentages of marks without the life and soul of it vanishing completely. It is difficult enough to estimate the growth of intellectual acquirements by written examinations, to value moral acquirements by the same means is impossible. It has long been a truism among educationists that when the best has been said in favour of public examinations, it must still be admitted that they fail completely to touch those subtler effects of school life—the development of the moral and spiritual elements of character. Of this, however, we may rest assured, that if moral training becomes a definite and distinct portion of the school curriculum, a demand will arise to subject it to the ordeal of a public, it may be of a competitive, examination.

The advocates of a definite and systematic treatment of morality being made a distinct part of the school curriculum seem to forget how the moral character of the young is developed. Moral character is the confirmed habit of moral action, and its growth in the young of a school-going age is quite consistent with ignorance of the principles on which moral action proceeds. Moreover, the introduction of a young man, towards the close of his University career, to the study of the theory of ethics is often accompanied by effects the very opposite of what are anticipated. Principles which from his earliest years he has been uniformly taught to obey and which consequently have come to be a second nature, he now for the first time in his life sees subjected to the same rigid scrutiny as any of the laws of the material world. Rules of conduct which he has always regarded as self-evident, necessary, and universal, he now sees canvassed, questioned, it may be in the end rejected. This new experience has for a time anything but a steadying effect. Some come out of the ordeal like gold tried in the fire; others attain to the certainty of moral conviction only after a period of anxious doubt; while others, less fortunate, never recover their early faith in the sacredness of duty.

I am firmly convinced that the attempt to teach morality like any other branch of knowledge as a part of a school curriculum will not prove successful in the way which its advocates anticipate. I would recommend that morality be taught in school in the way in which it is taught at home and in the social life of the young. In the life of every child and young person there are ample opportunities of inculcating all the fundamental duties as they actually arise in daily life. This is not the place to enumerate the various means adopted by parents and guardians to form and foster the character of those committed to their care. Suffice it to say that, along with precept and example harmoniously combined, there go active checking of wayward tendencies as they actually arise and willing assistance rendered in helping to overcome the difficulties that at first beset the path of duty. It is to the daily actual exercise of the virtues, to the actual performance of concrete duties, that we look, and must look, as the chief means of forming moral character. To this daily practice in duty, example, precept, and theoretical knowledge are only auxiliaries.

It is, therefore, to the actual excercise of the virtues and the actual performance of duties, that I would look for the formation of moral habits. And I maintain that this can be done as efficiently by means of any ordinary school curriculum as it could be after the introduction of the systematic teaching of morality as part of the school course, with the addition of moral text-books and moral competitive examinations. The teacher who cannot, within the ordinary school life, find the means and the opportunity of developing the moral character of his pupils, may rest assured that he has mistaken his profession.

An opinion is abroad that facilities for moral training exist in aided, and especially in Mission, schools, which do not exist in Government schools—that in fact the cultivation of the moral nature is and must be excluded from the latter, and remains the peculiar monopoly of the former. To the epithet "godless," so freely and indiscriminately applied to Government institutions, many people add as a necessary corrollary the epithet "immoral." But, in my answer to question 60, I have endeavoured to show that the really vital part of religion is no more excluded from Government schools and colleges than from those managed by the different theological sects. Whether or not the religious nature of the young be properly unfolded in Government establishments, depends principally on the qualifications of the teachers; and who will deny that the same is not the case in Mission schools? Consequently it may, and I believe often does, happen that pure and undefiled religion is in a healthier condition in the former than in the latter.

But what I am here concerned with is not to adjust the comparative merits of the two classes of schools, but to defend Government schools and colleges against a charge bred of ignorant prejudice and fostered by sectarain animosity. And if on this subject I speak strongly, it is because I feel strongly. To try to gloss over a matter of such moment with soft plausibilities and smoothly turned phrases would be to neglect a plain duty I owe to the Government which I serve, and to the people of this country whose welfare I am paid to promote. Now I cannot conceive it to be for the best interests of the people of India that they should be dragged into that melee of theological asperities and religious animosities characteristic of European ecclesiasticism; and that too at a time when theological dogmatism and sectarian bitterness are gradually dying out in the West. To casual observers it may appear as if no such danger threatened India; but any one who looks below the surface must see that the different sects of Missionaries, with one or two remarkable exceptions, while seemingly united in their opposition to a so-called system of secular education, are secretly consumed with mutual jealousies, which require only the abolition of Government schools and colleges to burst into flame.

The allegations that Government institutions are forbidden to cultivate the religious nature of the young, and that as a consequence they cannot and do not develope the moral nature, I look upon as misleading and mischievous. To show that the latter allegation is untrue, I have to appeal to the *Standing Orders* of the Educational Department of this Presidency, which are binding on almost all Government schools. In the *Standing Orders* moral training is distinctly laid down as a matter demanding the earnest attention of the teacher. Now, putting aside the supposition that this subject has been introduced by the Director merely for the purpose of making a show of virtue which the Government system does not and

cannot possess, there remain two alternative hypotheses: either that the teachers willfully treat this provision of the *Standing Orders* as a dead letter, or that there are difficulties in the way of carrying it out in a Government school which do not exist in a Mission or aided school. The former alternative, though not unfrequently thrust in a sneering way in the face of the officers of the Department, does not deserve a moment's serious consideration. The latter alternative, being the one adopted by many highly estimable people, Native as well as European, is worthy of careful enquiry. The obstacle which is supposed to stand in the way of moral training in Government schools is the absence of religious teaching. That the educational officers of the State should be debarred from teaching religion appears a sufficientiy bad state of affairs; but that they should, as a consequence, be prevented from inculcating the truths of morality, if not worse in the abstract, appears to be more dangerous on account of the important practical consequences. For this latter disability, if it did exist, would imperil the whole fabric of society; and in that light it is viewed with grave anxiety by many thoughtful Natives of this country, Hindus and Muhammadans alike. To relieve such anxiety I repeat, firstly, that the aspect of religion which bears upon morality is no more excluded from Government schools and colleges than from any other; and secondly, even if religion were excluded, opportunity and scope would still remain for the teacher to develope the moral character of his pupils. Nobody worth listening to will now-a-days contend that the fundamental principles of ethics rest on the theological dogmas peculiar to any particular sect. The best moralists of all ages and creeds have held that morality does not rest on any dogmatic theological basis whatever. So that, in being debarred from inculcating any theological creed, Government educational officers are merely prevented from teaching something which is not essential to morality. It is the emotional element in religion which comes into close relation with moral action. A virtuous life implies an habitual impulse or motive to do right and abstain from wrong. This impulse or motive is made up of feelings of various kinds. In fact, there is no emotion of the human breast which may not become a minister of good. Here we have the true answer to the question—in what relation does morality stand to religion? Religion (meaning by that term not the body of theological beliefs, but the aggregate of feelings called up when we contemplate the Deity and our relation to Him) is one of the most powerful among the diverse motives of human conduct. And, as I have endeavoured to show, there is nothing in the constitution of Government colleges and schools to hinder the teacher from fostering the growth of genuine religious feeling in his pupils, and nothing, therefore, to prevent his appealing to those religious feelings as one of the sanctions of moral conduct. Whether this be done or not depends, as I have said, on the personal character of the teacher: and this is as true of Mission institutions as of Government schools. Nor must it be forgotten how large a part of morality is concerned with the relations of man to his fellow-men. I have spoken of the religious feelings as constituting only *one* of the sanctions of morality; for we must not ignore the efficacy of other feelings as motives to right conduct. Among those other feelings are to be reckoned those which regard self and those which regard our fellow-men. So that, even were he precluded from appealing to the religious feelings of the young, the teacher in a Government institution would still have the wide field of personal and social interests to work in, and who will say that to work this field thoroughly and well is not arduous enough to tax the energies of the best of men, and efficacious enough to train up a nation of wise and good citizens? Fortunately, however, Government educational officers have the same commission as others, namely, to train the moral nature by appealing to every feeling of the human heart, to the religious feelings no less than to the personal and social. To prove that they have not been altogether unsuccessful in the performance of their task, I appeal to the most convincing of evidence—to the stainless and upright lives of the many men all over India who have been trained in Government institutions, and who, as respects moral character, need not fear comparison with the educated classes of any country.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—At the beginning of last year an association, at present under the presidency of the Director of Public Instruction, was formed for the purpose of promoting a love for gymnastic exercises and field sports. A central gymnasium has been opened in the People's Park in this city, where a qualified instructor gives lessons in gymnastics. A Normal class has also been opened for the training of gymnastic teachers for schools throughout the Presidency. Grants-in-aid are given for the construction of apparatus. In very many schools and colleges, Government and aided, gymnastic exercises form a regular part of the course, and games, such as cricket, badminton, and tennis, are rapidly growing in popularity.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—I cannot at present recollect any instance in which a Government school has been set up in a locality where there already existed a school capable by means of a grant-in-aid of supplying the educational wants of the people. But I know of numerous cases in which Government schools have been closed or transferred to private agencies: not, however, to the private agencies contemplated by the Despatch of 1854,—committees of Native gentlemen,—but to Missionary bodies. The school attached to the Kumbakonam College is the only instance I can think of where the work has been handed over to local native enterprise. Speaking from an educational point of view, I cannot say that the transfers have always been attended with the best results.

The instances which the opponents of Government schools in this part of the country lay stress upon, as cases in which Government institutions have been set up in localities where private schools already existed capable by means of grants-in-aid of supplying the educational wants of the people, are, I believe, the High schools which the late Director of Public Instruction, Colonel Macdonald, raised to the rank of second grade colleges. I shall take one of the most frequently quoted of these cases—the Zilla School at Salem. The

Manager of the London Mission School at that station offered to supply the whole educational wants of the place even without a grant-in-aid, if only the Government school were closed. Colonel Macdonald's refusal to accept such a generous offer will appear at first sight to have been both short-sighted and opposed to the Despatch of 1854. But what are the facts? Was the past career of the London Mission School such as to give promise of its doing all that the Manager was prepared to undertake? I believe not. What guarantee was there that the Missionary who might at any time succeed the then incumbent would have the same interest in educational as compared with purely Missionary work? None whatever. What evidence was there that the authorities of the London Missionary Society in England entertained the same views as their Agent at Salem with respect to high education as a field for Missionary enterprise? To this last question I am able to give an answer. I happened, in the summer of 1879, to meet the Secretary of the London Missionary Society, who was on deputation in Scotland, and in the course of conversation I mentioned the case of Salem, and the desire to raise the status of the Society's school, which led on to the question whether lower or higher education was the proper sphere of Mission labour. "We," he said, referring to the Board in London, "are aware that some of our Indian Missionaries are in favour of engaging in the higher education, but that is not our policy." Had Colonel Macdonald accepted the offer of the Agent of the London Missionary Society at Salem, and abolished the Government school, he would in all probability have had to retrace his steps before long and re-establish it, with loss of time, of efficiency, and of money. To overthrow a work which has been the growth of a generation is easy; to restore it, when overthrown, to its former condition is difficult and not unfrequently impossible. And when persons allege that the Despatch of 1854 has been violated because the Head of the Educational Department declines to close a Government school at the request of anyone who may chance to be stationed in the locality for a few years and who has no authority to speak for any body but himself, I can only say that their reading of the Despatch is different from mine.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—I have some difficulty in answering this question, not knowing how much is included in the phrase "officers of the Education Department." Graded officers who are professors, being exclusively engaged in the higher education, would grossly neglect their duty were they not to make that the special object of their solicitude. As for graded officers who are Inspectors, I am not aware that there is the least ground to suppose that they take exclusive interest in higher education.

With respect to the general body of educational officers, I believe that, like honest men in other walks of life, they act on the principle that the class of instruction which Government has appointed them to teach and for the furthering of whose interests they are paid, demands their first and chief care. If the latter part of the question has reference to the advisability of bringing gentlemen from England, who have had practical training in the art of teaching and school management, to fill posts in the non-graded service, I have to say that it would not be advisable. The Department, as at present organised, does not hold out prospects attractive enough to secure the best men. If Government would consent to fill up the ranks of the inspectorate with men from England possessing the qualifications indicated, I have no doubt that it would tend to introduce better methods into our schools. The difficulty would be to find gentlemen with the desired qualifications at the comparatively early age when Europeans begin an Indian career.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—The system of pupil teachers or monitors is not, as far as I am aware, in force in any part of this Presidency. To introduce it would, I am convinced, be a retrograde step. It has now been tried in Great Britain and found wanting. If the blind leads the blind, both fall into the ditch. When the immature mind of the pupil teacher is set to work to mould the still more immature mind of the pupil, the operation must be as injurious to the former as it is useless or worse than useless to the latter. It might have been inferred from the very nature of the case that such a system could not succeed. Educationists may now rest satisfied that this *á priori* presumption against the pupil teacher system has been amply verified by experience.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—Throughout the different grades of schools there is a tendency to raise an institution from a lower to a higher grade unnecessarily and prematurely. It is an incident of human nature to seek to rise in the social scale, and when means are at hand and the time is fitly chosen, only good ensues. This premature scholastic ambition is complained of at the present day by educationists in Great Britain and the United States. In France and Germany the evil hardly exists, as far as I am aware. In this Presidency the consequences of raising the status of a school prematurely are usually, first, that the higher subjects, which it is the ambition of the Manager or head master to teach are ill taught; second, a marked deterioration takes place in the instruction imparted to the lower classes, the best energies of the staff being now turned towards the higher classes; third, if persevered in, this course soon reduces what may have formerly been a flourishing institution, though of humble pretensions, to a condition in which pretentiousness and efficiency are in inverse proportion. Even in the case of a school situated in a district in which there was a real necessity for an institution of a higher class, it would not always follow that it would be a wise step to urge on its development. But it not unfrequently happens that the efforts to raise the status of a school are stimulated and directed by the ambition of the Manager or masters, to the complete exclusion of any consideration of the genuine wants of the community. In such cases we have the spectacle of the interests of a community, which really wishes to have its children thoroughly grounded in the elements of knowledge, sacrificed

for the sake of imparting to a few boys a smattering of more showy acquirements.

As to how the evil is to be checked opinions will differ. In France and Germany the practical non-existence of the evil is doubtless due to the rigid State control. In the case of Government schools in this country the remedy is in the hands of the Director of Public Instruction, who ought also to be able to check the premature development of aided schools. But any form of restraint, depending on the views of the head of a department, can be regarded only as a temporary expedient; and we must look for a radical cure to the spread of a more intelligent opinion among the people. Were the inhabitants of a district made to understand that a primary school efficiently conducted was of greater benefit to them than a secondary school badly conducted, this would be the best check of all on the ambitious tendencies of Managers and teachers. As to these latter, they must be convinced by an appeal to experience that the premature raising of the status of their school is as prejudicial to their own reputation and emoluments as it is injurious to the pupils.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—In this Presidency Muhammadan pupils pay only half fees. In the peculiar circumstances of this community, the difference must, I suppose, be accepted as a temporary expedient. But as a general rule, I am opposed to the principle that the rate of fee should vary with the means of the parents or guardians of the pupils. It would be impossible to work a rule of this kind in any thing like an equitable manner, and it would be injurious to the self-respect of those who benefited by it. It would also increase what is, rightly or wrongly, looked upon by many of those in power as an evil—namely, the tendency to impart to such youths an education unsuitable to the position in life to which by their circumstances they appear to be destined. At the same time, it would be hard to deprive a poor youth of "pregnant parts" of the opportunity of getting a higher education than falls to the lot of the majority of youths of the social grade to which he belongs. This opportunity might be afforded by means of scholarships judiciously awarded so as to help on deserving boys who would otherwise be unable to carry their education further.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—In certain localities the demand for education up to the Matriculation standard has reached a stage which makes the teaching profession remunerative without any aid from Government. The school department of the Government college at Kumbakonam was, I believe, actually costing Government nothing. There are now in Kumbakonam several High schools not receiving any grant-in-aid. It is probable that in most of the larger towns a school teaching up to the Matriculation standard would be self-supporting. It must be clearly understood that this would not hold good of colleges, which are not, and never can be, supported entirely by fees.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—In a school a class ought not, I think, to exceed 50, and in the lower standards it should be much less. In college classes the number that can be efficiently taught depends on so many considerations that I am not prepared to lay down any figure as the maximum. Much depends on the method of teaching adopted. If the tuitional method be followed, the number must be much smaller than if the professorial or lecture method be pursued. Which of these two methods will in point of fact be adopted will depend to some extent on the degree of preparation with which pupils enter on the work of the class, but to a greater extent on the subject-matter which is taught. English teaching, for example, as carried out in this Presidency, does not readily adapt itself to the lecture system. The amount of paper work must also be taken account of in estimating the number of pupils which one teacher can do justice to. Nor can we overlook the situation of the building, the general arrangement, and the acoustic properties of the class rooms, all of which limit the range of the human voice. The close proximity of the Presidency College to the Madras surf considerably reduces the number which can be efficiently taught in one class.

The appointment of assistants would enable a professor to manage much larger classes; the assistant drilling the class in the more elementary portions of the subject and, under the superintendence of the professor, doing the main portion of the paper work. We have not yet in Southern India realised what the proper function of an assistant is. Usually the professor and his assistant do exactly the same kind of work, each taking the whole class in certain text-books. In this way the presumed superior qualifications of the professor count for less than they should. Sometimes a large class is divided into two sections which are henceforth worked independently of one another. In the higher subjects of a college course this has always seemed to me a waste of power.

Ques. 59.—In your opinion should fees in colleges be paid by the term, or by the month?

Ans. 59.—The payment of fees by the term instead of monthly is a change which I have advocated for many years. I would not introduce the change into schools. With respect to colleges, however, I am inclined to think that the time has come when, say, quarterly payments, might be insisted on. Many institutions suffer financially by the present system of monthly payments; the classes about to proceed to examination in December or January frequently disappearing altogether towards the end of September or October. In my capacity of Registrar of the University, I not unfrequently receive letters from Managers of institutions pointing out the serious loss they sustain in having to pay the salaries of the masters of the Matriculation class for two or three months in the year, during which not an anna is collected in the shape of fees; and urging the University, before admitting candidates to examination, to insist on their producing evidence that all fees had been paid up to date. Were fees paid by the quarter or session, not only would this unsatisfactory state of things be remedied, if not entirely removed, but it would have a steadying effect on both parents and pupils. It would go a long way towards checking an evil which is in itself happily decreasing: that of pupils shifting capriciously from one institution

to another after a few weeks' or months' trial. It would, moreover, inculcate on parents the important lesson that the maintenance of the school or college in which their children are educated is a charge which they cannot ignore for several months in the year. In the Presidency College (and the same is the case, I believe, in all Government institutions), a pupil who may have absented himself for a month or two at the end of the year is not re-admitted in January until he has paid the whole of the arrears of fee. I do not know to what extent such a rule is followed in aided and private institutions. Were payments made by the term, there would be few occasions on which claims would have to be made for payment of arrears.

As against payment of fees by the term instead of by the month, a great deal has been made of the alleged poverty of the bulk of our pupils. This difficulty has to my mind been greatly exaggerated. That it is not insuperable is clear from the fact that at the Medical College and in the Law class of the Presidency College, the fees are paid at the beginning of the term. The reason why a similar plan has not been adopted in Arts colleges is one which explains other anomalies as well, namely, that our Arts colleges have all developed gradually out of schools, the traditions and modes of procedure of which remain long after their insuitability to the higher academic life has become apparent.

I am decidedly of opinion, then, that the time has now come to institute payment of fees by the term, instead of by the month, in all college classes. But in order that such an arrangement should succeed, it is necessary that it should be rigidly enforced by all colleges, Government and aided, without exception.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—This question I would answer by a decided negative. It is incomprehensible to me how any one could answer it in the affirmative, and yet the very fact of such a question having been framed shows that, in the opinion of some, the principle of religious neutrality strictly interpreted requires Government to withdraw from the direct management of colleges and schools. I cannot picture to my mind the process of reasoning which leads to such a conclusion. Surely nobody of intelligence in the present day thinks that the dogmatic inculcation of a set of theological tenets is an essential part of a college or school education. If there are any such, I can only remind them that the current of modern opinion is against them.

Very erroneous views prevail with respect to the attitude of Government schools and colleges to the subject of religion. And the use of the word "secular" in antethesis to "religious" has helped to perpetuate the confusion. Amidst the variety of creeds in this country Government has had to decide between two courses—the concurrent teaching of all, or the abstention from teaching any. It has wisely followed the latter course—the course adopted with growing unanimity by all civilised Governments. For it is erroneous to speak as if the Government of India alone had been compelled by a cruel necessity to adopt an attitude of religious neutrality in marked contrast to the course pursued by all other modern Governments: the fact being that the Indian Government has been, by force of circumstances, merely one of the pioneers in a movement which spreads year by year, and which will in the not distant future embrace the whole civilised world. But in abstaining from teaching any or all of the creeds professed by the pupils in its colleges and schools, Government has not laid an embargo on teachers preventing them from calling forth and moulding the religious feelings of their pupils, and developing them into operative principles of character and conduct. The body of intellectual conceptions and judgments which we call a theological creed has doubtless an important function in serving as a sort of frame-work for the religious life, but it is not that life itself. And I have yet to learn that any Government, when driven by the logic of facts to abandon all attempt to inculcate a theological creed, has thereby forfeited the privilege and the power of fostering through the teachers in its schools the genuine religious life and character of the rising generation. Whether this noble work is performed or neglected depends, I earnestly maintain, not on the school being a Government, or a Missionary, or a native institution, but solely and entirely on the personal character of the teachers. 'As many men as many minds,' though true of the theological tenets, is not true of the religious feelings; and the teacher, in tending and nurturing the catholic religious feelings of his pupils, must (until that time comes when all men shall see eye to eye) allow them to set their religious emotions in the intellectual frame-work which birth and circumstances, or conviction, have led them to adopt.

To me it is clear that the really valuable and vital part of the religion is no more excluded from Government schools and colleges than it is from aided Missionary colleges. This is borne out, as I have already said, by the character of the men educated in the State colleges. By their fruits ye shall know them. I would not have the least hesitation in submitting the work of the Government colleges during the last 25 or 30 years to this scriptural test.

Ques. 61.—Do you think that the institution of University professorships would have an important effect in improving the quality of high education?

Ans. 61.—The institution of University professorship would no doubt improve the quality of high education. This question was taken up twelve or thirteen years ago by Lord Napier, who wrote an able Minute on the subject. Want of funds was, I believe, the only reason why the scheme was not carried out.

Were University professors appointed they might devote themselves to carrying on those more advanced students who might wish to graduate with honours or to proceed to the Master of Arts. A real weakness in our educational system at present is that while the University examines up to the Master of Arts, not one of our colleges teaches up to that standard.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I regard with much apprehension the policy which makes promotions from class to class in a school depend on the results of public exami-

nations extending over a whole province. I am not oblivious to the statistical value of public examinations, nor to the evils that may arise if promotions are left entirely to the Managers and teachers themselves. When all schools under the inspection submit their pupils to the same public examination, the working of the Department must be greatly simplified. I can easily understand how readily such a course commends itself to those engaged in the direction and inspection of education. It is, moreover, desirable that, where public money is to be distributed, something should be done to establish a uniform standard of excellence. Again, if promotions are left to the school authorities themselves, there is a danger of ill-grounded pupils being pushed forward more rapidly than they deserve. But, in the case of a school working up to the Matriculation standard, this too rapid promotion is sure in the end to meet with its own reward. The most careless of head masters must look forward to the time when the work of years will have to be submitted to the searching test of the University examinations.

One of the chief objections to extending the system of public examinations downwards to the earlier years of school-life is the strain it puts on the physique of pupils. To young men and women whose bodies and minds are approaching maturity public examinations are a sufficiently trying ordeal. But when applied to little boys and girls, they come to be a refined species of torture, which cannot fail in many cases to sow the seeds of future disorder to brain, or heart, or digestion.

Among the school-going classes of this country the idea is already far too prevalent that public examinations constitute education. The tests of knowledge are looked upon as of far more moment than knowledge itself. If he is to advance to higher instruction, the pupil must some time or other be brought in contact with the stimulus of public examinations; but it seems to me very desirable that in early years this stimulus should be kept in the back-ground as much as possible, and that the youthful mind should be familiarised betimes with the idea that knowledge is valuable for its own sake. Dr. Wiese's description of the state of things in England is equally true of India. "In England," he says, "attention is almost exclusively directed to the demonstrable final result. From time to time something like an alarm bell sounds throughout the country: come and be examined! And they come, boys and girls, young and old, having crammed into themselves as much knowledge as they could. How they have acquired what they know is never asked, nor are they shown what is the best method, and yet what work could after all be more worthy of a University than to point this out?"

Another bad effect, which I will merely mention, is the disorganisation which the great public examinations introduce into our schools. How incompatible this is with steady and efficient work every teacher knows.

Not the least important result of making promotions from class to class depend on public examinations extending over the entire province, is the tendency to create too great uniformity in instruction. The success in life both of teachers and pupils being made to depend on success in these examinations, it can hardly be expected that subjects extraneous to the examination test will be studied. In fact, the majority of pupils have so keen an eye to the main chance, that teachers, even when they have the will to conduct their pupils to outlying pastures, generally find it impossible to do so. There is nothing our students like better than to have the subject of examination prescribed in terms of so many pages of such and such a book, and outside this field they will neither be coaxed nor driven.

While, therefore, I admit that the regulation of school promotions from class to class by the results of public examinations helps to make the departmental machine work more smoothly, and conduces to the more equitable distribution of the funds disbursed by the State, I at the same time cannot help feeling that we are thereby in danger of sacrificing the great end of education for the sake of educational appliances.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—In the town of Madras there is, I believe, a written agreement amongst the majority of heads of schools, whereby a pupil leaving a school is not admitted to another without a letter from the head master of the school he has quitted, showing that he has left in a proper manner. I am disposed to put as few restrictions as possible on the movements of pupils from school to school. Of course no head master, with any regard for his school, will admit a pupil from another institution without enquiry as to his conduct and qualifications. But the less the pupil feels himself hedged in by a system of rules, devised by a guild of schoolmasters and in the making of which neither he nor his parents have had any voice, the more will he learn to see that his position depends on his own conduct and qualifications. In the case of young men attending our colleges, and who may be presumed to have arrived at years of discretion, I conceive it to be of the utmost importance that they should in matters of this kind be left as much as possible to their own judgment and responsibility.

There used to be an arrangement between Mr. E. Thompson, the Principal of the Presidency College, and the Rev. W. Miller, the Principal of the Madras Christian College, according to which pupils from either institution were not admitted to the other without a letter from the Principal of the college they had left. But Mr. Thompson withdrew from the agreement some time ago, as it was not found to work satisfactorily. My own method, as Acting Principal of the College, is to give a student on leaving the certificate of attendance required by the University, which he carries with him as evidence that he has left in an honorable manner.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—I think it not merely desirable but essential to the stability and progress of a national system of education in India that Government should retain a certain number of colleges under its direct management. How many should be thus retained will depend on the circumstances of every province. At present the Madras Govern-

ment has three first grade colleges—the Presidency, Kumbakonam, and Rajahmundry Colleges. Each of these, from its peculiar circumstances, performs, and will continue for many years to perform, a function in the educational work of this Presidency which cannot with safety be entrusted to other hands. I am aware that in certain quarters the opinion has been publicly expressed that the Presidency College is the one which ought first to be abolished. Were this step taken by Government, I have not the least doubt that the secret springs of the recent educational agitation in this part of the country would be removed, and its hollow, selfish, and unprincipled character exposed. But, in that case, what about the theory that it is desirable to maintain a Government college as a model? Should the model college be situated in an out-of-the-way corner of the land, where both the requisite appliances for carrying on work in the highest state of efficiency and the pupils who are to benefit by the instruction are difficult to procure, or should it be planted in the capital city of the Presidency, at the head-quarters of the educational activity of the country?

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—European professors are necessary, or very desirable, in English language and literature, in the Physical and natural sciences, and (though to a less extent) in the Mental and Moral sciences and in History. In the departments of Mathematics and Natural Philosophy and Deductive Logic there is hardly any difficulty in securing able and thoroughly competent Native professors. I could also name a few of my Native friends in the Educational Department to whom I would have no hesitation in entrusting the teaching of the English language and literature as well as the Mental and Moral Sciences. My opening remark must be taken as of general application only.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—The managers of Native colleges are fully alive to the benefit of having European professors, the opinion being wide-spread that pupils taught by a European stand a better chance of passing the English language part of the examination. But, with one or two exceptions, the colleges under Native management in this Presidency are not sufficiently prominent or wealthy to attract Europeans. I omit, of course, the colleges of Travancore and Mysore, because, though under Native management, they are Government colleges.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—The poverty and apathy of the Muhammadan population in this Presidency have induced Government to extend to them exceptional treatment. But I think it should be clearly understood that the continuance of the more favourable terms will depend on the advantage taken of them, and that they are at most only of a temporary nature. No class of the community can cherish self-respect if it continues to be treated as a pauper class.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—This is entirely a question of political expediency. In a fairly enlightened community Government might safely withdraw, leaving the people themselves to settle between the alternatives of sacrificing their religious scruples to their desire for learning, or of giving up the acquisition of knowledge for religion's sake, or lastly, of bestirring themselves to organise a local system of education in consonance with their religious ideas. But I can easily conceive an Indian community so situated that it would be both impolitic and unjust to close the Government school if the people objected to attend the only alternative institution on the ground of its religious teaching. No general rule can be laid down as to what a Government would be justified in doing or not doing in circumstances so diverse and complicated as would actually arise.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—There is nothing to prevent schools and colleges under Native management from competing successfully with corresponding institutions under European management, provided that the former can secure an efficient staff of teachers. But as institutions of the latter class are more likely than those of the former class to secure the services of Europeans, this circumstance will, as long as the present belief prevails among pupils in the superiority of the English language teaching of Europeans, give a certain advantage to schools and colleges under European management.

Cross-examination of Dr. D. Duncan.

By Mr. P. Ranganada Mudaliyar.

Q. 1.—In the statistics given in Answer 5, the class of private students may include a good many who previously studied in a college or school. If so, the figures for private students *proper* must be even more unsatisfactory. Is that so?

A. 1.—Yes. Very much more unsatisfactory.

Q. 2.—In answer 15 you say there have been instances of the closure or transfer of Government institutions in favour of Missionary bodies. Do you refer among others to the closure of Government schools at Ellore, Trivellore, and Tindivanam? Do you know whether the inhabitants of those places had any objection to the Government schools being closed?

A. 2.—Yes. Such schools as those. I am not prepared to answer the question whether the inhabitants had any objection. My impression is that objection was raised in Ellore.

Q. 3.—As against your statement in answer 16 that nothing but the glamour of false sentiment prevents people from seeing that a system of education largely supported by foreign charity must have a pauperising tendency, may it not be said that a system largely supported by the State may have the same pauperising tendency?

A. 3.—I have fully discussed this point in my answer to question 37. I do not see how the

expenditure of State funds on education can have this pauperising effect.

Q. 4.—Is the proportion of the cost of education borne by the people of the country greater in Government or in aided institutions?

A. 4.—Certainly greater in Government institutions.

Q. 5.—In Answer 21 you advocate the equalising of school fees in Government and aided institutions if they are found to be almost equally efficient. Those who uphold a difference in the rates of fees mainly rely on the prestige attaching to Government institutions. Is it your opinion that this prestige has had any practical influence in the few instances in which Government and aided institutions stand in competition in Southern India?

A. 5.—Where Government and aided institutions stand on a footing of equality as regards efficiency and the facilities for taking up different branches of study, I do not think that this prestige has had any appreciable influence?

Q. 6.—Granting for the sake of argument that there should be a difference in the rates of fees when Government and aided institutions are in competition, is there any justification for a lower rate of fees in places where there is no such competition, and are there not many such places?

A. 6.—I see no justification whatever for a difference in such places; and I believe there are many such places.

Q. 7.—The Zamorin's College and the Government Provincial College at Calicut charge the same rate of fees and yet they are equally flourishing. May not this be possible elsewhere?

A. 7.—I believe so.

Q. 8.—In Answer 61 you indicate as a weakness in the educational system of this Presidency that "while the University examines up to the Master of Arts, not one of our colleges teaches up to that standard." Are you in favour of the standard of instruction imparted in the Presidency College being raised to meet the requirements of the M.A. examination?

A. 8.—Yes. I am.

By Mr. Fowler.

Q. 1.—(*A. 21*). Besides the additions to the Missionary's income mentioned by you, is it within your knowledge that certain Societies offer facilities for the education of his children?

A. 1.—I am aware of that.

Q. 2.—(*A. 62*). Would you retain *no* examination below the Matriculation?

A. 2.—I should be inclined to abolish all examinations below the Matriculation. I mean those departmental examinations extending over the whole province.

Q. 3.—Does not the Middle School examination fulfil important functions, one being that its operation must tend to increase the efficiency of the high school?

A. 3.—It has a tendency in that way, but I do not think the good sufficient to counterbalance the evils mentioned in my answer.

Q. 4.—(*A. 64*). You say, "were this step" (the abolition of the Presidency College) "taken by Government, I have not the least doubt that the secret springs of the recent educational agitation in this part of the country would be removed, and its hollow, selfish, and unprincipled character exposed"—Have you any objection to stating what you consider these secret springs to be?

A. 4.—I refer particularly to a paper published by a body styling itself, I believe, the General Council of Education in India, which contains, in an Introduction and in an Appendix, statements with regard to educational matters in Madras which have been made without sufficient knowledge of and regard to facts. I refer also to a statement in a Missionary paper belonging to the Free Church of Scotland, to the effect that the agitation in Madras had had an important influence in bringing about this Commission. In the General Council's paper there is also a paragraph devoted to the Presidency College, Madras, advocating its early abolition. I inserted in my evidence the sentence you quoted after reading those statements.

By the Rev. William Miller.

Q. 1.—(*A. 15*). May I ask when the Kumbakonam school was closed?

A. 1.—In the end of the year 1880-81.

Q. 2.—May I ask whether you know of any instance in which a Government school has been *transferred* to a Missionary body?

A. 2.—In the case of Tindivanam the school and the school building were so transferred, and I believe a transfer of the school took place at Ellore.

Q. 3.—In the instances in which Government schools in the same town as a Mission school have been closed, will you kindly say whether you know of any other reason for the closure than that assigned in one of the papers on this subject by the late Director, *viz.*, that the school was found not to thrive?

A. 3.—I have not sufficient knowledge of the facts to answer this question.

Q. 4.—May I ask whether, until the recent closure at Kumbakonam, the Educational Department had given any sign of willingness to transfer its institutions to other management, beyond the closing of these few schools? Had it, for instance, taken any steps towards the formation of "genuine local bodies" in places where higher education was entirely in its own hands?

A. 4.—I am not aware that it did not, and I do not see how I could have this knowledge without a more complete acquaintance with the working of the Director's office than I possess.

Q. 5.—(*A. 16*). Allow me to inquire whether it has happened as a matter of fact that higher education has passed into the hands of Missionaries alone in places where Government has not opened a higher institution of its own, *e.g.*, in Vizagapatam, Masulipatam, Nellore, Coimbatore, Tinnevelly, and many more?

A. 5.—In most of the places you have named higher education has been taken up by Native bodies as well as Missionary bodies; but I do not see any connection between this fact and the absence of a Government college in those places.

Q. 6.—May I ask whether Missionaries are more likely to get complete control of education in places where Government schools have long existed than in places where there has never been a Government school—such as those mentioned in my last question?

A. 6.—I should think they are more likely to get complete control in places where there has never been a Government school.

Q. 7.—You imply that there are "a very few" districts in which the transfer of a Government institution of the higher order to the management

of local committees of Native gentlemen would not act injuriously to education: is there any reason why, in those districts at all events, the transfer contemplated by the Resolution appointing this Commission should not now be made?

A. 7.—I see no reason why it should not.

Q. 8.—Will you kindly say whether you are aware that in one aided college—I refer to the Madras Christian College—all charges for passage, house-rent, remittance of money, and the like, are included in the published statement; that this college provides no pensions, and that with the possible exception of a charitable allowance to any of its professors who may retire, to which, however, they have no legal claim, every item of its expenditure is shown in its annual returns?

A. 8.—I am not aware of it.

Q. 9.—With reference to your remarks on fees, will you kindly say whether to prohibit the sale of an article produced at small cost unless it be sold at the same price as an article produced at great cost, would not be "an artificial fiscal arrangement?"

A. 9.—That would be an artificial fiscal arrangement. I would leave such matters to adjust themselves. I think this is implied in my evidence.

Q. 10.—Allow me to ask whether what the Government has done in the matter of fees is anything more than to fix a minimum, and also whether you are aware that this minimum is considerably exceeded, and likely to be more and more exceeded, by colleges that find themselves in a position to go beyond it?

A. 10.—I believe that all that Government has done is to fix a minimum. I believe it is exceeded by certain colleges.

Q. 11.—Will you kindly say whether Government judges rightly in believing that a college to which it affords the superior facilities of study which you say on page 6 that it affords to the Presidency College, is able to go somewhat further beyond the minimum than colleges that are destitute of such facilities?

A. 11.—I do not think that Government, in the circumstances of this country, judges rightly in expecting students to pay a higher rate of fee on account of the superior facilities afforded by its own colleges.

Q. 12.—Putting out of view Missionary colleges, which you regard as merely temporary, will you kindly say whether equalisation of fees would not prevent institutions from rising up under "strictly local" management in all places where Government institutions exist already?

A. 12.—I do not see that it would prevent it.

Q. 13.—Referring to your table, allow me to ask whether deceased graduates are included in the 175 not accounted for, or do not appear in the table at all?

A. 13.—They do not appear in the table at all.

Q. 14.—(*A. 26 & 27.*) Please let me ask whether the parading of the percentages of success at examinations for each school and college, introduced in the Reports on Public Instruction and more recently adopted by the University, does not tend to deepen the impression that passing examinations is the end of education? Does not this practice put obstacles in the way of professors and teachers who try to train their pupils to look beyond examinations?

A. 14.—Most certainly. But I consider this an essential part of the system of examinations extending over a whole province; and an additional reason why such examinations should be abolished or reduced to the lowest limit.

Q. 15.—(*A. 29.*) In addition to the stipendiary scholarships there is, as you are no doubt aware, a system of free scholarships in Government institutions for boys who pass high, which compels managers of aided institutions either to lose their best boys or to diminish their resources by educating them similarly without cost:—Allow me to ask whether it would not be a fairer arrangement for Government to pay the fees of such boys and allow them to study at any institution they preferred?

A. 15.—I am inclined to think that would be fairer, but it would be a loss to Government, inasmuch as, with its own educational staff, it can educate them without any additional cost.

Q. 16.—Allow me to ask whether the causes of the greater migrations of scholarship-holders from than to the Presidency College may not be such as these:—that the holders of district scholarships come from country districts where the name of Government is every thing, and think themselves bound to attend the Government college, but that a few of them on coming to Madras get over their excessive reverence for Government, and migrate to the college which for some reason, good or bad, they really prefer?

A. 16.—I do not think this has anything whatever to do with it.

Q. 17.—May I ask whether it is necessary to Government exercising *control* over education that it should be itself the direct educator?

A. 17.—No.

Q. 18.—(*A. 36.*) From your answer to this question and from some other portions of your evidence, I should be disposed to infer that in your opinion the policy of the Despatch of 1854, reaffirmed in the Resolution appointing this Commission, as to the gradual withdrawal of Government from the direct management of institutions for higher education, should now be authoritatively reversed:—Will you kindly say how far such an inference would be correct?

A. 18.—I cannot understand how far such an inference can be drawn from my evidence, and it was certainly not my intention to suggest it.

Q. 19.—(*A. 37.*) Seeing that the Resolution appointing this Commission does not mention Mission Societies among the bodies to which Government schools may be handed over, will you kindly explain what purpose is served by discussing the probable effects of transferring Government schools to *Mission* management?

A. 19.—The reason why I discussed this question is that there is a widely-spread impression in this Presidency that Missionary bodies are equivalent to local bodies, and I wished to correct that impression.

Q. 20.—May I ask whether it is a fact that, whether from force of example or force of opposition, or partly perhaps from both, the places where Mission schools have been established are also places where "genuine local bodies" have done most to promote education, especially of the higher order:—*e.g.*, Masulipatam, Tinnevelly, Vizagapatam, Nellore, and many others?

A. 20.—I am not prepared to offer any general statement on this point, and in the particular instances cited I am inclined to think that the local educational effort is due to other causes.

Q. 21.—May I ask whether it has been found that self-help has been developed in any place except Kumbakonam, where Government has long kept education in its own hands?

A. 21.—Just as much, I think, or as little as in places where Mission schools have existed.

Q. 22.—Looking at the whole facts of the cases throughout this Presidency, allow me to ask whether Missionaries, if such there be, who advocate the transfer of Government schools from regard to their special interests, are not remarkably likely to find that the withdrawal of Government from direct educational work will evoke such liberality and enterprise in the natives of the country that they will be "hoist with their own petard"?

A. 22.—I do not think that Native gentlemen would take the field in such force as to bring about any appreciable effect of the kind that the question contemplates.

Q. 23.—Even if all were granted for which you contend in your answer to question 39, as to daily practice being the important thing in moral teaching and "precept and theoretical knowledge only auxiliaries," may I ask whether it follows that a professor whose time is wholly taken up in imparting secular knowledge is as favourably situated for influencing the moral nature of his students as one who expressly devotes some portion of his time to turning their thoughts upon the themes of duty and of God?

A. 23.—He is quite as favourably situated in my opinion.

Q. 24.—May I ask whether it is a probable consequence of some time being devoted to thought about practical religion and practical morality that the students should be "dragged into the melee of theological asperities and sectarian animosities," or whether this has been found in practice to be the result in institutions where some portion of the hours of stuty are so devoted?

A. 24.—I lay no stress upon giving a definite hour to such teaching. The evil consequence to which I allude would result from dogmatic theological teaching, whether given during a fixed hour or incidentally. I have not objected to thought upon practical religion and morality during school instruction. On the contrary, my contention, as given in my evidence, is that a teacher who neglects this has mistaken his profession.

Q. 25.—(*A. 25*). Would not the grant-in-aid system if universally applied and so arranged that the managing body had inall cases to bear a considerable share of the expense, act as a tolerably sufficient check upon premature development?

A. 25.—I think it would.

Q. 26.—(*A. 52*). May I ask whether you can point out any more striking instance of premature development than the development of the Salem, Cuddalore, and Berhampore schools into colleges?

A. 26.—I have always held that these were instances of premature development.

Ques. 27.—(*A. 63*). May I ask whether you are of opinion that there should be so little hedging round of pupils that they may be practically free to change their place of instruction whenever the thought strikes them, or only that they should be perfectly free at fitting times?

A. 27.—I should like parents and pupils of all classes to enjoy a large amount of liberty in this respect; but my remarks refer specially to young men at college.

Q. 28.—(*A. 63*). May I ask whether you are aware that the agreement amongst the heads of institutions in Madras leaves absolute freedom of change twice in each year to the pupils of all classes in the schools save one, and that the pupils of that one class have absolute freedom of change once a year? May I ask whether you regard this amount of freedom as insufficient?

A. 28.—I am not aware of the details of the agreement.

Q. 29.—(*A. 66*). May I be allowed to infer that the point referred to in this answer is merely a matter of money, and that if colleges under Native management only had sufficient resources they would ere long become prominent enough to secure readily the services of European professors?

A. 29.—Money is an important factor in the matter. But there are other elements which such bodies of Native gentlemen would consider in regard to the appointment of European professors.

Q. 30.—(*A. 66*). May I ask whether you consider the Native noblemen and gentlemen of British India less fit to manage colleges than those of Mysore and Travancore, or whether you hold that colleges under any Government are necessarily superior to those managed by non-Government bodies?

A. 30.—No comparison can be drawn between what is done by the Governments of Travancore and Mysore and what might be done by bodies of Native gentlemen. I do not hold that colleges under Government management are necessarily superior to those not so managed.

By THE REV. DR. JEAN.

Q. 1.—(*A. 24*). If the quality of the Matriculates at Kumbacunam or elsewhere is now inferior to what it was in former days, do you think that this inferiority is the mere result of the competition between the schools of the place? cannot other reasons be assigned, for instance, that the masters are not so good now as formerly, and also that, the students being now more numerous, the selection is not so good as in former days?

A. 1.—I think that competition is the chief cause. I am not aware that the masters of the present day are inferior to those of former days. I believe that the last reason has something to do with it.

Q. 2.—(*A. 31*). Speaking of the teaching in Normal schools, you regret the absence therein of a course of instruction in psychology in its bearing on the teacher's profession. Should not that course of instruction bear also on the nature of the human soul? Is it possible to have a clear and good notion of the human mind without knowing the nature of the human soul?

A. 2.—I take the human mind to include what you mean by the human soul?

Q. 3.—(*A. 39*). Is your statement that the impulse or motive to do right and abstain from wrong is made up of feelings of various kinds, exclusive of, or does it imply and presuppose, certain convictions of the mind, *viz.*, that man is an accountable being, depending on a superior being, who commands him to do right and abstain from wrong, and who will reward or punish him according as he does right or wrong?

A. 3.—I do not exclude those convictions.

Q. 4.—Is not a conviction of this kind a very powerful impulse or motive to do right and abstain from wrong? And are not feelings, essentially variable, a rather precarious motive, chiefly in men of strong passions?

A. 4.—Whether a conviction or intellectual state can act as a motive on the will is a question for the schools of philosophy to decide.

Q. 5.—Could not the conviction I have spoken of be formed or strengthened in pupils of all schools, even of Government schools? In other words, could not such truths as may be proved by reason, and depend on no particular creed,—as God's existence, man's accountability to God, etc., be taught and inculcated not only without harm, but with great profit in all institutions?

A. 5.—Most certainly.

Q. 6.—And I would also ask you whether you do not think that masters who not only do not hold such convictions, but hold contrary convictions and try to impart them to their pupils, should not be debarred from teaching, as betraying the confidence of parents, abusing the weakness of their pupils' mind, by subverting what has been considered in all ages as the most solid foundation of morality?

A. 6.—Direct anti-religious teaching would be opposed to the principle of religious neutrality.

Q. 7.—Considering the special position of Government schools and colleges, inasmuch as Government has pledged itself to neutrality in matters of religion, would it not be, in your opinion, as much a breach of that neutrality to teach in Government institutions such doctrines or systems as scepticism or materialism, as to teach any peculiar dogma or any peculiar creed?

A. 7.—As long as the teacher confines himself to the domain of science, and to the inferences legitimately drawn from the facts, I do not think that he commits a breach of religious neutrality.

Q. 8.—Referring to your answer to question 63, do you mean that if a student were not leaving school in an honourable manner, you would refuse him a certificate of attendance? Even if he were a collegiate student?

A. 8.—I might refuse to give him a certificate of attendance at the time; but I could not refuse to give him a certificate when he requires it for the purpose of the University.

By THE PRESIDENT.

Q. 1.—May we take it; as the general result to be gathered from your evidence, that you are opposed to the withdrawal of Government from colleges, but are in favour of its withdrawal from the direct management of schools, below the collegiate standards, if Native effort is able and willing to take up such schools?

A. 1.—That correctly states my views.

Q. 2.—With reference to answers 26 and 27 in your evidence, pointing out defects in the Entrance University examinations, it has been suggested to the Commission that that examination is really made to serve two purposes. (1) A test of the results of a young man's school career. (2) A certificate to enable him to obtain employment in life. It has been proposed to us to substitute two examinations: (1) A true Entrance examination for young men who really intend to go through a University career. (2) An examination somewhat corresponding to the Oxford and Cambridge Middle Class examinations, for young men who do not intend to pursue their studies at the University, but who wish to have some certificate of education with a view to obtaining employment in the general walks of life. Will you favour the Commission with your views on this proposal?

A. 2.—Yes. I should like to forward a paper, after full consideration, on this important point.

Q. 3.—With reference to the tabular statement in answer 25 of your evidence, do you desire to furnish the Commission with a revised and fuller return?

A. 3.—Yes, I shall subsequently submit one.

Q. 4.—In answers 26, 27, 37, and others of your evidence, you regret the want of plasticity in the State education of this country. May we understand that you would be opposed to any official action which tended to compel private schools to work upon rigid identical lines, or to force them into one official mould?

A. 4.—Most certainly I should be opposed to any such action.

Q. 5.—With reference to answer 61 in your evidence, would you favour the Commission with your views as to how the University professorships, which you advocate, could be made to work side by side with the existing professors in the Presidency College and other colleges?

A. 5.—I should like to submit a statement to the Commission on that subject after further consideration.

By MR. P. RANGANADA MUDALIYAR (*through* THE PRESIDENT *subsequently*).

Q. 1.—In answer to a question put by Mr. Miller, you said that you did not see any connection between the absence of a Government college and the existence of schools under Native management in opposition to Mission schools. Is it not likely that one circumstance that has stimulated Native effort is the objection to Mission schools on religious grounds?

A. 1.—I have no doubt of it.

Q. 2.—With reference to a question put by Mr. Miller as to whether the equalisation of fees in schools in the same locality will not tend to check the springing up of schools under genuine local management, has the fact of the fees being equal in all aided institutions checked the growth of schools under Native management in places like Vizagapatam, Masulipatam, and Tinnevelly for instance?

A. 2.—I do not think so.

By MR. MILLER (*through* THE PRESIDENT).

Q. 1.—Are the schools at Vizagapatam, Masulipatam, and Tinnevelly, the fees of which are the same as those of the schools managed by local Native bodies, Government schools?

A. 1.—They are not Government schools.

Evidence of P. VEJIARANGA MUDALIYAR, Esq., *First Class Deputy Inspector of Schools.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—The whole of my service under Government, extending over 31 years, has been in the Educational Department. Of this period, I have served more than 26 years as Deputy Inspector of Schools in the Madura, Trichinopoly, and Chingleput districts of the Madras Presidency and in the town of Madras.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—I think the system of primary education has been placed on a very sound basis in the Madras Presidency, and is fully capable of development up to the requirements of the community whom it is intended to benefit. The present system has been adopted after various trials extending over a period of 25 years.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—In the Madras Presidency, primary education is sought for by almost all people except the poorest. The poor cultivators and artizans cannot spare their children from the fields and from their arts, and cannot therefore afford to get them educated. A poor cultivator's children must assist him in ploughing the fields, watching the crops, and tending his sheep and cattle. Similarly, a weaver's children must assist him in various ways. This state of things will and must continue for several years more. Again, in villages removed from the influence of large towns, the class of people known as low castes or pariahs cannot send their children, even when they can be spared from the fields, to the schools where the children of their masters are educated. If the children of the poor and of low castes are to be taught, it must be done by special arrangements.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this puspose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—In the town of Madras indigenous schools are fast disappearing. They are giving way to Anglo-Vernacular schools. The few indigenous schools that do still exist are resorted to by very poor people, generally the children of artizans and coolies. In these schools, cadjan books and wooden planks (for slates) are still used. The most important and useful subject taught in these schools is the Multiplication Tables of integers and fractions. There is scarcely any prose read. Poetry, which generally consists of hymns and moral aphorisms, is learnt by heart but not understood. The discipline in these schools is generally loose, except that the children are kept in constant dread of the teacher's cane. The school fee varies with the capacity of the parents, between two and eight annas per mensem. This is not regularly paid. Besides the monthly school fee, each pupil pays the teacher a pie or two and some rice on feast days, and also a present whenever a book is begun. The generality of the teachers of these indigenous schools are old and crippled men and those who cannot earn their livelihood by any other means. Their only qualification is that they can read and write and cast accounts in the old, but not bad, Native method. The number of such indigenous schools is larger in the mofussil; but even there they are gradually giving way to improved schools. Several Normal schools exist in the Madras Presidency for training and improving these indigenous schoolmasters, but very few of them can be induced to leave their villages and attend these schools. I do not think that the present class of indigenous schools can be turned to any good account.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at schools?

Ans. 5.—I have no faith whatever in home instruction if that is to be the only instruction which a boy is to receive. I do not think a boy educated at home can, as a rule, compete on equal terms at examinations qualifying for the public service with those educated at school. Home instruction is a good aid to school instruction.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—In Madras Presidency, the only private effort that exists and that is worth mentioning is that of the Missionaries; and I do not think that Government can depend altogether upon that effort, aided or unaided, for the supply of elementary instruction in rural districts.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—I think that funds assigned by Government for primary education may very advantageously be entrusted to Municipalities and Local Fund Boards to be expended under the guidance of the Educational Department.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—But I would not leave any class of schools to Municipal and Local Fund Committees for *support*. There is a general opinion that education does not form a legitimate object of Munici-

pal and Local Fund Boards, and the cause of primary education suffers in consequence. The charge for primary education is now forced upon those bodies by Government; and instead of spending as much as they can afford or as much as the importance of the subject requires, it is the desire of those bodies to spend as *little* as they can without incurring the displeasure of Government. If the provision of elementary education in towns and villages is to be a charge against Municipalities and Local Funds Boards, the only security against the possibility of their failing to make sufficient provision is for the Government to reserve to themselves the power to insist upon the proper amount being spent, under the advice of the Educational Department.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernaculars recognised and taught in the schools of the Madras Presidency are the dialects of the people.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The combined system, that is, paying the teachers both by the month and on the results of an annual examination, seems to me to be best suited for the promotion of education among a poor and ignorant people like the ryots in the Madras Presidency. The system of payment by results is the best in large towns.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—I do not think that educated Natives readily find remunerative employment.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—I do not think that the instruction imparted in secondary schools is calculated to store the minds of those who do not pursue their studies further, with useful and practical information.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—There is a great deal of truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University. This circumstance does impair the practical value of the education in secondary schools for the requirements of ordinary life.

Ques. 30.—Is Municipal support at present extended to Grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Municipal support is at present extended to Grand-in-aid schools, whether belonging to Missionary or other bodies. This support will be permanent as long as the Municipal affairs are administered as at present.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum does not afford a sufficient training for teachers in secondary schools; special Normal schools are necessary for the purpose.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—The withdrawal of Government to a large extent from the direct management of schools or colleges would necessarily leave them in the hands of Missionaries, and this is not at all advisable in a country like India.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, I do apprehend that the standard of instruction in colleges specially would deteriorate. The only measure that I can think of to check this result is to extend to such schools the system of payment upon results of examinations.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—The present Director of Public Instruction in the Madras Presidency takes a very deep interest in physical education, and has adopted measures for the physical training of students in the Government and aided schools. Nothing more need be done at present.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—In the Madras Presidency there have never been indigenous schools specially for girls, although those who could afford to do so always sent their girls to schools intended for boys.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—In the Madras Presidency, grants to girls' schools on the results system are 75 per cent. more than those to boys' schools. In salary grant schools, the grants to mistresses are 50 per cent. more than those to masters. The grants are given on less onerous terms to schoolmistresses than schoolmasters. The distinction is, I think, sufficiently marked.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—I do not think that any part of the expenditure incurred by the Government on high education in the Madras Presidency is unnecessary.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—I am not aware that Government institutions have been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately

supply the educational wants of the people. I know that in some places the Government refused to establish schools of their own, although repeatedly requested to do so by the people who even offered to subscribe liberally for the erection of a school building. In one place in the Chingleput district a Mission school was established after the Government opened a Taluq school, and the Government, after satisfying themselves that the Mission school was enough to meet the requirements of the place, closed their own.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I do not think that it would be advisable to vary the rate of fees in middle and high schools and colleges according to the means of the parents or guardians of the pupil; but it might be done with advantage in primary schools intended for poorer classes in the mofussil villages.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—I do not think that in the Madras Presidency the demand for high education has reached such a stage as to make the profession of teaching a profitable one. I am not aware that any school has been opened for high education by men of good position as a means of maintaining themselves.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—I think that the maximum number of pupils that can be efficiently taught as a class by one instructor is 30 in primary, middle, and high schools, and about 50 in colleges where lectures are delivered.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—The Muhammadans in the Madras Presidency do require exceptional treatment in the matter of English education. In primary and middle schools they labour under a disadvantage when taught with Hindus. Their language is quite distinct from that of the Hindus, and they therefore require to be taught by themselves. In the Madras Presidency, Government schools have been opened for them in different places. In several aided schools in the Presidency, special classes for teaching Muhammadans have been opened.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—I do not think that the conditions on which grants-in-aid are given in the Madras Presidency are more onerous and complicated than necessary.

Cross-examination of P. VIJIARANGA MUDALIYAR, ESQ.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 2 you say that the system of primary instruction is capable of development. Do you think that that system stands in need of a considerable extension and development?

A. 1.—Yes, I do.

Q. 2.—With reference to answer 4, in which you state it as your opinion that the present class of indigenous schools cannot be turned to any good account, do you think that our results and combined system elementary schools are as popular as the old indigenous schools?

A. 2.—They are not so popular with the lowest classes, but they are popular with the higher classes, which are the classes that chiefly use them.

Q. 3.—With reference to answer 8, do I understand you aright when I take you to mean that you would have the Educational Department administer the funds assigned by Municipal bodies?

A. 3.—Yes. I mean that the Educational Department should have entire control over the funds.

Q. 4.—In answer 25, do you wish to be understood as saying that educated Natives do find remunerative employment, but not readily in some cases?

A. 4.—Yes. That is my meaning.

Q. 5.—In connection with answer 27, may I ask you to suggest any remedy for the evil referred to, *viz.*, the attention of teachers and pupils being unduly directed to the entrance examination of the University? Seeing that the University cannot alter its curriculum so as to meet the exigencies of the case, would you propose the establishment of technical and industrial schools by Government, or would you rather leave that work to be done by local bodies, according to their needs and capabilities?

A. 5.—I do not think that, even if such schools were established, pupils would go to them so long as the existing Entrance xamination continues in operation.

By MR. FOWLER.

Q. (*A. 4.*)—You mention the multiplication table and other subjects taught in indigenous schools as important. The great mass of established schools brought into connection with the department being of the indigenous kind, do the result standards, in your opinion, sufficiently recognise the subjects taught in indigenous schools?

A.—I think they do.

Q. (*A. 7.*)—Do you think that the Education Department should take a more direct part than at present in the administration of Local and Municipal funds?

A.—I think so.

Q.—Would not that tend to restrict the power of Local Fund Boards and Municipalities?

A.—It would restrict their power, but in my opinion that would be no disadvantage.

Q. (*A. 45.*)—You say, "Grants to mistresses are 50 per cent. more than those to masters." But an ordinary certificate carries a one-fourth grant to a master in boys' schools, and a one-half grant to a mistress in a girls' school, *i.e.*, towards a salary of Rs. 40—10 is given to a master in a boys' school, but Rs. 20 to a mistress in a girls'. The proportion is therefore double.

A.—I was referring to teachers holding Normal certificates only.

By THE REV. WILLIAM MILLER.

Q. 1.—(*A. 17.*) May I ask why special arrangements are necessary if the children of the poor and of low castes are to be taught? Has it been found that the objections raised to children of all classes mixing at school are wholly insuperable, or do you think that no attempt to overcome these objections should be made?

A. 1.—In villages I regard the objections as insuperable. It would be the same as if the son of a gentleman and of his own horsekeeper were to be sent to the same school.

Q. 2.—(*A. 25.*) But allow me to ask what definition you would give of the term *educated Native?* Have graduates, for example, any great difficulty in obtaining fairly remunerative employment?

A. 2.—Graduates have not this difficulty as a rule; but I referred to those whose education had not reached so high a standard.

Q. 3.—May I ask whether the abstention of Government from opening high schools at Coimbatore, Masulipatam, Tinnevelly, and elsewhere, has thrown education at these places entirely into the hands of Missionaries?

A. 3.—At these places there are non-mission schools which the people were forced to open by the want of Government schools.

Q. 4.—May I ask whether you think that the people of places where Government withdraw from the management of schools would be more likely to leave education in the hands of Missionaries than the people of places where Government has never opened schools?

A. 4.—That depends upon circumstances: if the people were not rich enough to open schools, they might be forced into mission schools much against their will.

Q. 5.—Is it found in practice that pupils require always to be forced into mission schools?

A. 5.—Not always; in some cases the distance leads them to attend mission schools.

Q. 6.—Are you acquainted with any cases in which mission colleges and schools are highly popular?

A. 6.—Popular is a comparative term.

Q. 7.—(*A. 48.*) The Commission was informed yesterday of a college where Government is spending more than Rs. 300 per annum on each of a few students, many of whom had actually been drawn from other colleges, and most of whom might easily attend other colleges: do you think that expenditure such as this can be reckoned necessary?

A. 7.—I cannot reply, because I am not acquainted with the whole circumstances of the case.

Q. 8.—(*A. 49.*) May I ask whether, in the case referred to, the Government school was not closed simply because the people had shown an unmistakeable preference for the other school, or, in the words of the lateDirector of Public Instruction, that the Government school "was found not to thrive?"

A. 8.—I know that in the case referred to there were more pupils in the mission school than in the Government school, but I have always thought that this was due to greater strictness on the part of the Government school as regards admission of pupils and exaction of fees. I wish to add that repeated applications were made by the Manager of the Mission school to close the Government school and to hand over the building to the Mission school.

Q. 9.—(*A. 54.*) May I ask whether you have heard of a school having been opened by some graduates at Kumbakonum as a means of support, immediately after the Government school there was abolished?

A. 9.—I have not heard of it.

Q. 10.—May I ask whether you are acquainted with schools in Madras at present which yield a livelihood to their Managers, without aid from Government?

A. 10.—There are many such schools of the lower order.

Q. 11.—Are you acquainted with any of the higher order?

A. 11.—No I am not.

Q. 12.—(*A. 70.*) May I ask whether you consider it necessary for the proper working of the Grant-in-aid scheme that monthly returns showing the amount of fee collection in each particular class and other similar details should be forwarded in duplicate to the Department?

A. 12.—I think some such return is necessary.

Q. 13.—May I ask whether you consider it necessary that a school should lose the results grant for every child in it that is not protected from small-pox by vaccination or otherwise?

A. 13.—The refusal is only in cases where the teachers or parents obstinately refuse to have the child vaccinated. On the inspection of the school the child is warned, and if he is subsequently vaccinated the grant is given.

Q. 14.—May I ask if you think it necessary that managers should submit to the criticism of Inspectors the exact portions of each book that they cause to be read in each class, and the exact amount of time devoted to it?

A. 14.—I think it is necessary.

Q. 15.—May I ask if you think it necessary that Managers should carefully note and point out to the Inspector every deviation that they venture to make from the curriculum laid down for Government schools in the Director's Standing Orders?

A. 15.—The curriculum laid down by the Director is not forced upon Grant-in-aid schools, but in order that a class should come within the definition of, say, a fifth class, it must read certain portions of certain subjects. If it does not read such portions, I think it right that it should have to report the deviation to the Inspector.

By THE REV. DR. JEAN.

Q. 1.—In reference to the measure you suggest in your answer to question 38, *viz.*, that, in the event of the Government withdrawing to a large extent from the direct management of schools and colleges, the only measure you can think of to prevent education from deteriorating would be to extend to such schools the system of payment upon results of examination. Do you mean by "such schools" only the schools from which Government would withdraw, or do you mean all schools and colleges in general?

A. 1.—I mean all schools in general.

Q. 2.—Is not the reason why many do not readily find remunerative employment, that they seek for Government employment?

A. 2.—That is true; but there is scarcely any other service into which they may find admission.

Evidence of THE REV. E. SELL, B.D., *Secretary, Church Missionary Society, Madras.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained?

Ans. 1.—I have been Principal of the Harris School, a High school for Musalmans, for sixteen years. My experience is confined to South India.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I consider that the home education given to Musalman boys is very inferior. I do not know of a single instance of a Muhammadan boy, who has been educated entirely at home, passing any public examination.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—In some districts Government can rely on private effort. For instance, in Tinnevelly and in the Kistna and Godavery Collectorates, the Church Missionary Society has done much and is anxious to do more with proper encouragement. This is also calculated to encourage Native effort which generally follows, not precedes, efforts made by Missionary bodies.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—In districts where education has taken root, I think it is a good system for primary education. There are, I think, districts and people where it is not suitable, as no desire exists for education, such as the Mapillas, the hill tribes, &c.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—Wherever possible a fee, however small, should be levied.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—By a development of the present system.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—This entirely depends on the willingness of the Native community to take over such institutions: if they were willing, it might easily be done at Cuddalore, Salem, Madras ,Calicut, and other places. It is not, however, at all likely that the Native community in such places will of themselves manifest any such willingness. Let it be known that, in course of time, the departmental institution will be closed, and the willingness will be created. I do not in the least believe that the education in such places will suffer.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—In Madras, Nellore, Masulipatam Calicut, Tinnevelly, and Combaconum Native gentlemen manage schools and colleges very well indeed. What they do in these towns they could do equally well at Cuddalore, Salem, and Madura. In my opinion they are quite able, but not ready, nor do I expect to find them ready to appear to enter into opposition with a Government school.

It is not that the Educational Department undervalues schools of this kind, for the late Director was willing to give substantial aid to schools under such management when they were in opposition to Mission schools. I am not aware that any attempt has been made to encourage such local effort when a departmental school was already in the field.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years, from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—A liberal interpretation of our present Grant-in-aid Rules.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

Ans. 19.—I consider the grants adequate. For many years arbitrary restrictions were placed on the application of these rules, but I do not know that there is now any cause of complaint.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—I do not know that there is any cause for complaint.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—I do not consider the fees now paid for higher education adequate. The fees should be gradually raised so that high schools favourably situated and well managed should become self-supporting, and that colleges under similar circumstances should raise 40 per cent. by fees.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—It is possible, but exceedingly difficult.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—The scholarships are fairly administered, but I believe there is a system of admitting

those who stand high at the various examinations free to a Government school or college. This appears to be intended to attract the best pupils to departmental institutions. Aided schools, in self-defence, are obliged to do the same at a financial loss. The remedy is the payment of the fee by Government, whether to a departmental or an aided school.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—Primary education must be undertaken to a much larger extent than now by the State: the rest, in course of time, by other agencies.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—This is the only policy which will lead to "the growth of a spirit of reliance upon local exertions and combinations for local purposes."

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—No, for the University fixes the standard, not the Government colleges.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I do not think such an arrangement practicable.

Ques. 56.—To what classes of institutions do you think that the system of assigning grants in aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—To all above primary schools, for this system—

(*a*) Encourages Managers to get efficient teachers.

(*b*) Has a good effect on the teachers.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—One-third in high schools and colleges. I do not consider that in the case of Mission schools the Managers should bear no part of the expenses.

Ques. 59.—In your opinion should fees in colleges be paid by the term, or by the month?

Ans. 59.—By the term.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—Yes, for schools must be divided into two classes, those which favour religion and those that do not. Government schools belong to the latter clases, and I do not see how they could be called neutral. The practical difficulty is, however, very great, and I do not advocate the sudden withdrawal of Government schools. It must be a gradual operation.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—No, for while it may be good for a bad school, it tends to make a good school mechanical, and encourages a system of cramming.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—It is desirable that Government should not withdraw until there is some college which may serve as a model. Every encouragement should be given to enable some aided college to take that position.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—Yes: as a matter of fact they are so employed in Calicut and Madras, and many Eurasian graduates also find employment.

Ques. 67.—Are the circumstances of any class of the population in your province (*e. g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—As regards higher education for Musalmans, I do not think any thing more can be done. Muhammadan students pay only half fees, and special scholarships are allotted to them. Further concessions should not be made.

(1) I consider that the backward state of the higher education amongst Muhammadans in South India is due mainly to the fact that the boys come to the Anglo-Vernacular schools at an advanced age. The reason of this is that they have to spend some years in the Maktab Khanas, or indigenous schools, learning to read the Kuran. Very little useful knowledge is imparted in these schools, though now and again a boy is turned out fairly educated in Persian and the elements of Arabic. Some of the masters are Persian scholars, and though their method is bad, can instruct their pupils very well in grammar, composition, &c. When boys pass on to the other branches of a liberal Muhammadan education, and learn Arabic as a language, study Fikh, Muntik, or Hadis, &c., they must spend many years in learning what might be learnt in half the time were the teachers trained men. Such pupils rarely come to an English school.

Our system of education practically forbids the study of these special branches of knowledge, and hence the Ulama and the Moulvies look with disfavour on our Western system and our subjects of study. We have not the sympathy of learned Musalmans, but the tide is now too strong for them, and the middle classes are in an increasing number entering our schools.

(2) There is a large class of Musalmans of noble birth in Madras, known as Khandanis. They are mostly pensioners now, and whenever a small pension remains, they as a rule proudly hold aloof from us. In my own school, we have a way of getting at them. They are called Gore Langton scholars, and have some special privileges. In this way I

have educated several, but the majority are ignorant and idle. Unless something is done they must sink very low. If all pensions were commuted, it would be a great boon. There would be sudden destitution, but the very fact of the next generation being compelled to do something or starve, would rouse them from the apathy they now show. The present system is admirably suited to sap the vigour and destroy the energies of a community naturally proud and scornful of other men and creeds.

(3) As the only hope of promoting higher education is to improve the lower, I should like to see well-organised Government schools for primary education, but I do not think that such schools can be established, or that such a scheme is practicable, for the Kuran must be taught in all elementary schools. It has been thought that Government might so far meet the case by using as a text-book such a selection from the Kuran as the little book edited by Sir W. Muir; but in my opinion it would not meet the case, for portions are there left out which boys must learn; the punctuation is entirely omitted, and no person could possibly learn to read the Kuran aright from any European edition that I have ever seen. The reward, here and hereafter, is said to depend not so much on a boy understanding what he reads, but upon his reading according to certain rules and regulations. Again, Musalmans object to extracts and to translations. The only way, then, is to give liberal aid to the Maktab Khanas under the result system. For many years no Musalman master of such a school could get a grant for his scholars, unless they were examined in a Hindu vernacular. Hindustani was entirely ignored by the Educational Department. It is not the case now, but the present rules for result grants need alteration in two ways—

1st.—There should be a small grant given for a class lower than the class which is examined for the present first standard.

2nd.—The standard in arithmetic should be lowered, until better masters are produced.

(4) I think that in all towns where there are a number of Muhammadans, special primary schools should be established for them, or in existing schools special departments up to the Lower Fourth class. In the high school department, I think it is a great mistake to separate Muhammadans from other pupils. The attention which is now paid to the study of Persian in Government schools is commendable. If some provision were made for teaching Arabic in middle and higher schools it would help to counteract the opposition now made by the Ulama.

(5) I do not think the scheme laid down in the standing orders for the teaching of Hindustani and Persian needs revision, except perhaps in the lower classes, for which Urdu books are appointed. It seems to me wrong to teach boys at that standard words and idioms they will never use. Later on they very properly read Urdu, though they never speak it. All elementary school books should be in Dakhani. I would also strongly urge that Arabic should be an optional language in the Middle School examination. When Musalmans see that our Western system is not necessarily antagonistic to the study of Arabic and Persian, the prejudice is very much lessened. If Sanscrit is allowed, why should Arabic be excluded?

(6) But the great thing in my opinion is to get the masters of the Maktab Khanas trained in the art of teaching, and to give them for a time liberal and exceptional aid. Then boys will pass through that stage of their education at a much earlier age. Middle and higher education may then be left to take care of itself, provided that the present concessions continue.

(7) There is another drawback to which Musalman boys are subject. Hindustani is not the vernacular of any district in this Presidency, and so when a Musalman gets an appointment in the Mofussil he has to learn a Hindu language. I see no remedy for this, but it is a drawback. Again, Musalman boys, when they do qualify, find great difficulty in getting employment. I believe that English officials should and could remedy this if they would only take a little trouble. I also consider that, if the Government wish to prevent the Khandanis from sinking down to the very lowest stage, some exceptional treatment should for a time be made to them. There are men who are clever and well educated in Oriental learning, but who, through no fault of their own, are not able to compete with lads in our schools. Twenty years ago most Carnatic stipendiaries would have scorned the idea of sending their sons to our schools. The present generation is suffering for the folly of the last. Some special appointments might be given to them, provided that they attain a fair knowledge of English, &c. The 25 years rule also needs suspending in many of these cases. Some scheme of this kind would really encourage the higher classes, and would be, I believe, a wise political move. At present discontent is encouraged by our hard-and-fast system.

(8) I regret that I am not able to give an account of the Mappillas, but something should be done for them, and I hope some evidence will be heard on their state.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—In places where people are able to maintain a school on the grant-in-aid principle, but not elsewhere.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—The conditions are fair, and when acted on, leave no ground for complaint, but experience has shown that when a Director of Public Instruction or Local Government wishes to withhold the application of the rules from an institution which rivals a Government one, it has been done .The Managers of aided schools need for their protection that the grant-in-aid regulations should be embodied in legislative enactments, so that they may have a legal claim to their rights, and not be dependent on the pleasure of the Director, or the Governor in Council for the time being.

The number of returns required by the Educational Department are so numerous that some relief is needed. There is, I believe, a great waste of time and money over these.

Cross-examination of THE REV. E. SELL.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 12 you instance the Mappillas as a people to whom the system of payment by results is not suitable. Are you aware that on the 31st March 1881 there were in Malabar upwards of 210 results schools for Mappillas, with over 6,000 Mappilla pupils?

A. 1.—I was not aware of that fact; but that is a very small result as compared with so large a population.

Q. 2.—Please name the Government institution in Madras (the town) that could be transferred to Native management.

A. 2.—The Madrasa-i-Azam.

Q. 3.—Are then Natives willing to undertake this responsibility?

A. 3.—No. They are not.

Q. 4.—With reference to answer 29, is it known to you that the Government free scholarships you refer to are intended as a compensation to those who, though taking the foremost places in the list of successful candidates, yet fail to earn a stipendiary scholarship by reason of their belonging to a locality for which no scholarship is given?

A. 4.—Yes.

Q. 5.—Why then do you impute these free scholarships to a desire to attract the best pupils to departmental schools?

A. 5.—It seems so, but I am not sure.

By MR. FOWLER.

Q. 1.—(*A. 18.*) You say a liberal interpretation of the present grant-in-aid rules would secure the maintenance of private schools if Government withdrew. May I infer that you regard the rules of the Code now in force as unobjectionable?

A. 1.—Yes. As far as regards the rates.

Q. 2.—(*A. 21.*) You say "I do not consider the fees now paid for higher education adequate." Does this opinion apply generally to the Presidency?

A. 2.—I would except backward districts.

Q. 3.—According to a return for 1881-82 that I have, in aided colleges the average cost of a college student was Rs. 156, of which 40 per cent. is something over Rs. 60. Do you think this rate of fee might now be generally levied?

A. 3.—I think it might be, except in the backward districts that I would except.

Q. 4.—(*A. 67.*) Up to what standard would you advocate separate schools for Musalmans?

A. 4.—Up to the Middle School examination.

Q. 5.—With reference to your reply to Mr. Ranganada Mudaliyar that the Madrasa-i-Azam might be transferred to private management, is it not a fact that this institution was formerly under a Committee, and was very inefficient?

Would such a Committee, in your opinion, undertake any of the expenditure?

A. 5.—It was; but the circumstances are now very different.

Yes. I think the cost would be less.

By THE REV. WILLIAM MILLER.

Q. 1.—May I ask whether a scheme in which schools are managed not by Government but by committees, gives special facilities for overcoming the peculiar difficulties connected with Muhammadan education?

A. 1.—Yes, I think so.

By THE REV. DR. JEAN.

Q. 1.—Are you of opinion that Government should fix any time when the departmental institution will be closed?

A. 1.—I do not think it should fix any definite date; but it should keep the principle in view and apply it whenever possible.

Q. 2.—If no time be fixed, do you think that the mere announcing that Government will close its institutions in course of time would have much more effect towards creating in Natives the willingness of managing Government institutions than the declaration made in the Despatch of 1854, that Government is ready to hand over its schools to bodies of Native gentlemen?

A. 2.—I do not think it would have any greater effect. But Government must be the judge of the suitable time.

Q. 3.—In your answer to question 19 you seem to imply that there are no more arbitrary restrictions regarding the distribution of grants. But if it be a fact that a 1st grade college receives less than a 2nd grade college, does not this show that some improvement as regards the distribution of grants is still desirable?

A. 3.—I do not say that the rules may not be improved; what I say is that I know of no arbitrary restriction upon the rates as they now exist.

Q. 4.—(*A. 36.*) Would you kindly state your reasons why primary education must be undertaken to a much larger extent than now, by the State?

A. 4.—Because there is so much to be done.

Q. 5.—(*A. 60.*) By the word "religion" do you mean religion in general or any peculiar creed?

A. 5.—Religion in general.

Q. 6.—And by not favouring religion do you mean opposing it?

A. 6.—I mean that the absence of religious teaching is an opposition to religion.

Q. 7.—(*A. 64.*) Could Government encourage any private institution with a view to enable it to take the position of a model school without being taxed with partiality?

A. 7.—Yes.

By THE PRESIDENT.

Q. 1.—With reference to answer 67 in your evidence, may we take it that you regard the Maktabs, or Muhammadan indigenous schools, as the best available basis for an extension of Musalman education?

A. 1.—I do. I believe it is absolutely necessary to encourage them, on the ground that, among the Muhammadans, you cannot separate religious from secular education in the elementary stages.

Q. 2.—Can you form any estimate as to the number of such indigenous Muhammadan schools throughout the Madras Presidency, or in any part of it?

A. 2.—I think that, as a rule, such a school is available for every Muhammadan boy in Madras; but I shall make further enquiries and send the result to the Commission.

Q. 3.—May we take it that the two great difficulties in the education of the Muhammadans are, first, that they have to first obtain a religious education, before they begin their secular education,

while the whole energies of the young Hindu are devoted to secular learning. Second, that when they do enter our schools, we do not teach the subjects which the best class of young Muhammadans think it necessary to learn. In short, that the Muhammadans are thus doubly handicapped in the race with young Hindus?

A. 3.—I agree entirely with the first part of this question; but I do not think there is much cause of complaint in Madras under the second head. In proof of the first disadvantage which the Muhammadans suffer, I wish to mention the very late age at which they begin English. Thus, in the Harris School, the age in the lowest class averages 12½ years, 13 years in the second, and 14 in the third. This, too, is a favourable instance compared with most other Muhammadan schools in Madras.

Q. 4.—From your knowledge of the Maktabs or Muhammadan indigenous schools, do you think that they could be utilised on a large scale, and what special machinery, if any, would you propose for that purpose?

A. 4.—I think they could be utilised on a large scale, if a minimum salary were paid to the teacher, and he was encouraged to further exertion by a capitation grant for his pupils. I also think that a certain portion of the Carnatic stipendiary allowances should be regarded as an education fund; and the full payment of an allowance should be made dependent on the sons of a pensioner attending a good school. This is done in the case of the Nawab of Karnul, and works well. A high class Rajkumar College might be established for the sons of these stipendiaries.

Q. 5.—With reference to answer No. 70 in your evidence, do you think that an education act is the only practicable plan of securing legal rights to aided institutions, and of giving private effort a fair chance?

A. 5.—I think so.

Q. 6.—With reference to the same answer in your evidence, do you think that the multiplicity of returns now exacted by the department amounts to a serious obstacle in the free play of private effort?

A. 6.—I certainly think so. In many cases the grant received is not worth the trouble given.

Q. 7.—Would you advocate a less rigid system of departmental control over private schools than is at present enforced?

A. 7.—I certainly would.

Evidence of THE REV. W. STEVENSON, M.A., *Secretary, Free Church of Scotland Mission, Madras.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—From the date of my arrival in Madras in the end of 1864, my work has been mainly educational. Until the beginning of 1877 I was on the staff of the Free Church Mission Institution; and a short time after my arrival I became and am still Secretary of the Free Church of Scotland Mission, and Superintendent of its educational operations. At present there are over 20 schools of all kinds—boys' and girls'—high, middle, and primary—under my supervision. I have been for many years an examiner of the Madras University, and since the beginning of 1875 a Member of the Senate. I have also been during the last two years a Member of the Local Fund Board of the Chingleput District. Further, for the past three years I have been Secretary to a committee appointed by the South India Missionary Conference (which met at Bangalore in 1879), to watch over the interest of aided education in this Presidency. In all these capacities I have had opportunities of acquiring information regarding education in this province, and especially in Madras city, and the Chingleput and Nellore Districts.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The name of a *system* can hardly, I think, be applied to the various agencies by which primary instruction is given in this Presidency. According to the returns of the Director of Public Instruction, there were in 1880-81 12,292 primary schools, of which 1,232 are classed as Government schools, 5,845 as aided schools, and 5,215 as unaided. Of the Government schools, again, some are under the immediate management of the Educational Department, others are Local Fund schools, and others Municipal. The aided schools and the unaided are both necessarily very varied in their management and in the character of the instruction given in them.

Again, the number of pupils in the schools shows how small a proportion of the children are as yet receiving any education. In the same year, 1880-81, the total number of pupils was 304,304, of whom 272,619 were boys and 31,865 girls. According to the usual mode of computation (that 42 per cent. of the population are under 14 years of age, and that three-sevenths of these, or those between 7 and 14, should be at school), there are in the Presidency 2,787,000 children of each sex of school-going age. Of the boys, accordingly, not 1 in 10 is attending school, and of the girls only 1 in 90. In other words, there are about two and half millions of boys and two and three quarter millions of girls who are receiving no education whatever.

As to the character of the education given to those who attend school, my impression is that a great deal of it is worth very little. Of the total number of 12,292 schools, as many as 5,215 are unaided, and in the majority of these there can be little doubt the instruction is of the poorest sort. In many of the aided schools it is, I am afraid, not much better. Although the great majority of primary schools are aided according to the results system, I cannot regard even the gaining of a comparatively large grant as indisputable evidence of the efficiency of a school. My impression is that grants are sometimes won too easily. But apart from this, the defective character of the education given may be readily inferred from the very defective qualifications of the teachers. A large number of the pial schools, which at least in the Chingleput District form the majority of the primary schools, are taught by men who have received no professional training, and are not hereditary schoolmasters. A return showing the

qualifications of all teachers of primary schools would be instructive on this head. It would, I think, be found in many cases that schools are carried on by men who had resorted to teaching simply in default of all other means of obtaining a livelihood. It must be said, then, that as yet only an imperfect and unsystematic beginning has been made in the great task of giving an elementary education to the mass of the people.

I consider, however, that this beginning has been made on a sound principle, *in so far as primary instruction has been placed in connection with local administration.* I am clearly of opinion that on Local Fund Boards and Municipalities must be laid the duty of giving the rudiments of knowledge to the general population, by grants-in-aid where there are schools to be aided, and by instituting schools of their own where there are no others. It seems to me that only in connection with local self-government will it be possible to develope a system which may in course of time overtake the elementary education of the mass of the people. The cost must grow with the growth of the system, and the means must necessarily be provided from local funds. It will be both just and expedient, accordingly, to give the local bodies large authority both in the raising of the funds and in the spending of them. Further, it is only those who have local knowledge that are able wisely and seasonably to push forward the extension and development of education until the whole field is overtaken. Some districts are much poorer and more backward than others, and there naturally progress will be slower. The capabilities of different parts can be best understood and dealt with by local authorities.

But it may be asked—what guarantee is there that Local Fund Boards and Municipalities will put forth their energies to foster and extend the general education of the people? To this I would answer, first, that the spirit of the higher authorities is likely to inspire the local bodies. If the Supreme and Provincial Governments are seen to be in earnest in promoting primary education, a stimulus will undoubtedly be communicated to the subordinate authorities. Secondly, the Director of Public Instruction, with the staff of Inspectors and Deputy Inspectors, will necessarily exert a stimulating as well as a controlling influence.

The Inspectors and Deputy Inspectors are generally members of the Local Boards, so that they have direct power. Thirdly, it is in poor and backward districts that there would be most danger of the local authorities being indifferent and apathetic, and in these the Government might more directly interfere by giving aid and exercising special control. The deficiency of local resources might be supplemented by a grant from provincial revenues, and it would then be the duty of the educational authorities to see that such aid was properly utilised. I will only add further on this point that I have little doubt, as local self-government becomes a reality, the more will men of enlightenment and public spirit come forward to take an active part in local administration, and especially in the promotion of education.

As to the improvement of the present condition of things, the most pressing want, in my judgment, is that of a supply of competent teachers. Normal schools for the training of elementary teachers should be instituted in every district, and not only young men encouraged to enter them, but all the present uncertificated teachers (except, perhaps, a few who from experience or proved capacity may be exempted), be required to pass through them. After due time allowed for this, no teacher should receive a grant who is not duly qualified; and according to the certificate held by the teachers should be the standards in each school for which grants are given. Without some measure of this kind, I do not think the results system will secure efficient primary instruction.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why ?Are any classes practically excluded from it; and if so, from what causes ? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society ?

Ans. 3.—As far as my observation goes, primary instruction is sought for by the people in general, with the exception of a few castes, such as the Pariahs and Oddars or (Wuddars). The following tables show how the pupils in the schools of the Free Church of Scotland Mission are distributed, both as to castes and occupations.

I. BOYS' SCHOOLS, PRIMARY.

	Classification of the Community to which the Scholars on 31st March 1882 belonged.								
	Europeans and Eurasians.	Brahmins.	Vaisyas.	Sudras.	Muhammadans.	Native Christians.	Pariahs.	Others.	Total.
Madras .	21	...	...	18	5	85	124	...	253
Mofussil .	3	212	13	417	22	7	2	8	684
Total .	24	212	13	435	27	92	126	8	937

II. BOYS' SCHOOLS, PRIMARY.

	Classification of Scholars on 31st March 1882 according to the chief occupation of the Parents or Guardians.						
	Officials.	Traders.	Farmers.	Artizans.	Coolies.	Others.	Total.
Madras . .	19	13	8	14	186	13	253
Mofussil . .	191	73	228	105	10	77	684
Total .	210	86	236	119	196	90	937

I. GIRLS' SCHOOLS, PRIMARY.

	Classification of the Community to which the Scholars on 31st March 1882 belonged.								
	Europeans and Eurasians.	Brahmins.	Vaisyas.	Sudras.	Muhammadans.	Native Christians.	Pariahs.	Others.	Total.
Madras .	27	44	174	595	...	122	50	38	1,050
Mofussil .	...	58	41	343	...	9	...	21	472
Total .	27	102	215	938	...	131	50	59	1,522

II. GIRLS' SCHOOLS, PRIMARY.

	Classification of Scholars on 31st March 1882 according to the chief occupation of Parents or Guardians.						
	Officials.	Traders.	Farmers.	Artizans.	Coolies.	Others.	Total.
Madras	507	267	6	77	79	114	1,050
Mofussil	89	184	83	35	65	16	472
Total	596	451	89	112	144	130	1,522

It will be noted that a considerable number of Pariahs are educated in Madras, but hardly any in the mofussil. The reason is that the Pariahs appreciate to some extent the benefits of education, and are ready to receive them if separate schools are opened for them. Fear and poverty combine to keep them out of the schools attended by the respectable castes.

The Oddars mentioned above are a low Sudra caste, whose occupation is making roads and digging tanks and wells. Their mode of life is very rude and degraded, and they are totally uneducated. So of course are the wandering and jungle tribes.

As to the attitude of the influential castes towards the education of all classes, I fancy it is practically one of indifference. I don't think there is much as yet of the spirit of philanthropy that seeks unselfishly the general welfare of the people; nor is there, on the other hand, any active feeling of opposition to the extension of education among all classes. The policy of Government in ignoring caste distinctions, and opening a free course to merit and capacity whencesoever it comes, is recognised and accepted as inevitable; and the aim now of every class is to do the best for itself. Naturally old prejudices linger, and the highest and most intelligent classes take the fullest advantage of their opportunities, while the despised and cowed are slow to push upwards; but still I do not think that any classes in this Presidency would now venture to throw any obstacle in the way of the extension of education to any other.

Ques. 4.—(*a*) To what extent do indigenous schools exist in your province? (*b*) How far are they a relic of an ancient village system? (*c*) Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? (*d*) What fees are taken from the scholars? (*e*) From what classes are the masters of such schools generally selected, and what are their qualifications? (*f*) Have any arrangements been made for training or providing masters in such schools? (*g*) Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? (*h*) Are the masters willing to accept State aid and to conform to the rules under which such aid is given? (*i*) How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—As far as I have learned, there is no system of indigenous schools in the districts I am acquainted with. By indigenous schools I mean schools which belong to the village or caste system, with a caste of teachers, the office descending from father to son. But there are many pial and adventure schools, some of which would have existed although the Government had not encouraged education. The number of these small schools, established by Native teachers themselves, is increasing year by year. The spread of education is creating a large class of men who look to teaching for a livelihood; and I am of opinion that Local Fund Boards and Municipalities may make use of these in extending primary education. They must, however, be made to pass through a Normal school in order that they may get some knowledge and capacity for teaching; and this seems to me at present the most pressing want. The prospect of State aid in the shape of a grant is probably in most cases a main inducement to their becoming teachers.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—In the Chingleput district I believe that private efforts, judiciously aided and fostered by the Local Fund Boards and Municipalities, is sufficient to supply elementary instruction. Private teachers and Missions afford the required agency. As to Nellore, I am doubtful. It seems that there the Local Fund Board and Municipality require to establish schools of their own.

Of other districts I cannot speak, but I have no doubt they present great differences as to their capability of developing private efforts.

Ques. 7, 8, 9.

Ans. 7, 8, 9.—See my remarks under answer 2.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular recognised and taught in the districts I am acquainted with are the dialects of the people. Book-Tamil and Book-Telugu are somewhat different from the ordinary spoken languages, but the latter are not distinct dialects and could not be taught.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—In my opinion the system of payment by results is suitable for the promotion of education even amongst the poor and ignorant of this Presidency. There is throughout the whole of South India, speaking generally, some appreciation of education. The people are not so ignorant as not to realise to some extent its value, nor so poor as not to be able to take advantage of the opportunities presented to them. Of course some districts are more backward than others, and where little progress is being made some more active stimulus or encouragement may be necessary. But I believe wherever a suitable school is opened, the people will largely take advantage of it, and there are few villages where a fairly qualified teacher need be afraid of opening a school on the results system. There is not only an appreciation of vernacular education, but even of English. As soon as a vernacular school has attained a fair standard in the vernacular, a demand is immediately made for the introduction of English. It is understood now even by the poorest classes that education is the grand means of improving their condition, and securing a more comfortable livelihood. The feeling of the people

towards education is one of the most encouraging signs in this Presidency to those who desire to see it extended.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—In all schools the payment of some fee should, if possible, be insisted on, even in poor schools. From what I have said in answer to the last question, it will be understood that there is a sufficient desire for education in this Presidency to afford a sound foundation for working on. If education were made free or too cheap, it would rather discourage this desire than foster it. Neither the boys nor the parents will appreciate the worth of that for which they are asked to pay nothing. Further, the teacher cannot be respected if he is regarded as receiving a favour in the attendance of his pupils, who win for him a Government grant. Yet I do not think the payment of money fees can always be required. In many parts a payment in kind is the traditional and deeply rooted custom, and this cannot be at once set aside for a new practice.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and secondly, how they can be gradually rendered more efficient?

Ans. 14.—(1) Primary education, it seems to me, can be extended in a systematic way only by the greater activity and earnestness of Local Fund Boards and Municipalities, stimulated by Government, and aided in the poorer and more backward districts by grants from Provincial Funds.

Missionary bodies and private individuals and Committees would also be encouraged to extend their efforts in this as in other departments, if they saw evidence that Government was resolved to foster aided education according to the principles of the Despatch. They would be the better enabled to do so if the grant-in-aid rules were so modified as to admit of larger aid being received for primary and specially for girls' schools.

(2) The main requisite for making primary schools more efficient is a supply of better qualified teachers. These can be got, as I have already said, only by instituting primary Normal schools, and insisting on the teachers passing through them.

The efficiency of the schools also must largely depend on the intelligence, diligence, and uprightness of the staff of inspecting schoolmasters and Deputy Inspector. It must be the aim of the Inspectors to secure the most competent men available for these offices, and to see that they do their work.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of no instance in which a Government institution of the higher order has been transferred to the management of a local body, and only one instance in which such an institution has been closed—namely, the Government High school at Combaconum. I have known of some instances of Government Taluq schools being closed, when they were emptied by the competition of private schools. But the process contemplated in paragraph 62 of the Despatch of 1854 has yet to be initiated in this Presidency. The prevailing tendency, in fact, of the educational administration has been in the opposite direction. Aided institutions have not been encouraged, while the number of Government institutions has been increased. The reasons for thus ignoring or rather reversing the principles of the Despatch are in my view (1) partly of a general character, and (2) partly peculiar to the late Director of Public Instruction.

(1) As to the first, it must be kept in view that the whole administration of India is of a bureaucratic character, and is carried on by means of Departments, which naturally have a regard to their own interests, as well as to the general interests of the community. The Government Educational Department is one body, of which the Director of Public Instruction is the head. It is true that he has the direction not merely of Government but of aided schools and colleges, and the growth and progress of the latter should be as much his concern as of the former. But as a matter of fact, the Director, being a Government official, accustomed to bureaucratic ways, and imbued with the departmental spirit, feels himself, unless he has exceptional width of view, more closely connected with the compact and organised Government Department, than with the heterogenous and detached agencies which lie around. It is not to be wondered at, therefore, if the sense of solidarity and *esprit de corps* leads the Director to regard the Department with special favour and to further its interests. But to close a Government school of the higher order or transfer it to a local body, more especially to do this as part of a gradual process which will necessarily end in the abolition of the Department, would naturally appear to be a step hostile not only to the interests of the Department, but to its very existence. It is a step, therefore, he will not care to take, unless he is constrained to do so.

Further, Government and aided educational agencies are necessarily regarded as more or less rival systems. As a matter of fact, Government and aided institutions do sometimes compete with each other, and have therefore to some extent conflicting interests. The Director of Public Instruction is called upon to hold the balance between them, and to see that no undue advantage is given to the one as against the other. But of the Government school he is the direct administrator, and is therefore a party in the case before he is called upon to be a judge. Is it not demanding too much of human nature to expect that he will see the necessity for the Government school giving way to its aided rival?

Further, the Director of Public Instruction has Government schools directly and entirely under his control, and can accordingly organise, alter, and manipulate them as he thinks to be best for the interests of education. The more earnest an educationist he is, the more likely he is to direct the working of the schools to their smallest details. But his relation to aided institutions is different. Over them he can exercise only an indirect control through the body of Managers, who may in some cases differ from him, not merely in details, but in important principles. His power in the latter case is therefore very much less than in the former, and so in them he cannot so well make his own ideas effective. But he will naturally regard the schools in which his own ideas are realised as the better schools, and therefore more worthy of being

fostered and extended. To encourage what he must regard as defective institutions as against those of superior excellence would require an appreciation of independent action which is seldom to be met with. I believe, therefore, there is very little hope of a Director of Public Instruction giving effect to paragraph 62 of the Despatch, unless superior authority makes it an imperative duty to do so. This the Madras Government has not hitherto done. I believe it is necessary that a higher authority reaffirm the principles of the Despatch of 1854 in a manner that will ensure the administration being in accordance therewith.

(2) That the process contemplated in paragraph 62 of the Despatch of 1854 has not been carried out or even begun in this Presidency, is due, in my opinion, secondly, to the peculiar views of the late Director of Public Instruction, Colonel Macdonald. I will not, however, enter on a discussion of his views and consequent action here, as I intend to deal with them under another question which I shall beg leave to add to those put by the Commission.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—I can hardly take it upon me to specify Government institutions of the higher order which might be closed or transferred to private bodies, without injury to education or any other public interest. At the same time I do not hesitate to say that cases for the process contemplated in paragraph 62 of the Despatch might be found by the educational authorities without much difficulty. The number of efficient institutions under Native management sufficiently proves the competence of local Committees for such administration; and the amount of available talent would soon be more apparent if Government only called it forth. The process contemplated would naturally be carried out gradually, and a beginning should first be made in the most advanced districts. In the Tanjore district, for example, there is no lack of a class of wealthy, intelligent, and well-educated men, who have already shown their appreciation of education and their ability to maintain educational institutions. I do not think there would be any great obstacle to Government entirely withdrawing from direct operations in that district. The same might be done in other districts as soon as, according to the judgment of impartial men, they showed themselves ripe for it.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

Ans. 19.—In replying to this question I would beg leave to refer the Commission to No. IV of the Educational papers, *Remarks on proposed Grant-in-aid Rules*, already before you; and to a letter from the Executive Missionary Education Committee to the Director of Public Instruction, dated May 1881, a copy of which as given in the Director's Proceedings No. 2301 of May 18th, 1881, I have the honour now to lay before you.

I beg leave to add a few remarks with reference 1st, to the salary grant rules, and 2nd, the results grant rules.

1*st.*—While approving generally of the present *Salary Grant Scheme*, I am decidedly of opinion that its rules do not provide for adequate aid being given in certain cases.

(1) I regard it as a defect that the same scale of grants should be laid down for colleges and boys' schools. The teaching staff in a college is necessarily much more expensive than in a school, and in consequence the fees cannot be expected to bear nearly so large a proportion to the expenditure. If the scale of grants, then, is nothing more than fair for schools, it must be less than fair for colleges.

(2) The rules are intended to provide more liberal aid for girls' schools than for boys, as it is plainly necessary to give special encouragement to female education, and the income from fees in girls' schools is a mere trifle. But they fail in respect of Native girls' schools for two reasons.

(*a*) The half grant given to qualified schoolmistresses can be taken advantage of only in a few cases, owing to the very small number of this class of teachers. A Telugu-speaking mistress with a certificate is hardly to be got, while those speaking Tamil are still very few in most parts of Southern India. Male teachers accordingly must be employed in girls' schools: and for them no larger grant can be got than if they were in boys' schools. In fact it may be said that girls' schools are in respect of male teachers at a disadvantage, for it is only the less qualified teachers who are willing to serve in them.

(*b*) The abolition of all grants on account of servants has borne very hardly on Native girls' schools, for it is necessary to employ in them a large number of matrons or conductors to look after the girls coming and going from school. In the present state of Native society, and while only very young girls attend school, these women cannot be dispensed with. The same backward state of female education that renders special encouragement necessary to it, renders necessary also the employment of this class of servants. The refusal of a grant on their account greatly diminishes the aid to girls' schools. In illustration of these remarks I give a table showing the subscriptions, fees, and Government grants in the girls' schools of the Free Church of Scotland Mission during the last official year. It will be allowed that these schools are as large, as advanced, and as well organised as any Native girls' schools in the Presidency. They have also as large a proportion of female teachers as are available, and the fees are higher than in any other schools of the same class that I know of. They afford therefore as favourable an illustration as can be got of the operation of the Salary Grant Rules in girls' schools.

GIRLS' SCHOOLS.

Name.	Average daily attendance.	Total charges.	Subscriptions.	Fees.	Govt. Grants.	Rate per cent. of Govt. Grant.
		₹ a. p.	₹ a. p.	₹ a. p.	₹ a. p.	
Female Boarding School	56	5,856 13 11	3,894 7 7	847 4 0	1,115 2 4	19·0
Medical Mission Girls' Day School	39	1,002 0 0	93 12 0	608 4 0	300 0 0	30·0
Madras Girls' Day School	138	3,726 4 5	2,211 9 5	596 11 0	918 0 0	24·6
Black Town Girls' School	92	2,297 10 8	1,247 8 8	375 2 0	675 0 0	29·3
Balica Patasala	161	2,585 1 8	1,292 14 8	726 3 0	566 0 0	21·9
Chingleput Girls' School	68	1,224 9 0	806 6 0	52 3 0	366 0 0	30·0
Big Conjeveram Girls' School	72	1,181 12 0	804 6 4	50 11 0	326 10 8	27·6
Little Conjeveram Girls' School	60	743 8 0	533 1 0	13 7 0	197 0 0	26·5
Trivellore Girls' School	46	453 5 3	383 5 3	. . .	70 0 0	15·4
Nellore Girls' School	37	627 9 1	439 13 11	5 0 6	182 10 8	29·0
Wallajabad Girls' School	46	551 1 2	496 0 1	7 11 9	47 5 4	8·5
Chetty Girls' School	80	1,797 1 1	1,130 10 1	208 7 0	458 0 0	25·4
Royapuram Girls' School	59	1,011 6 3	720 6 7	101 1 0	189 14 8	18·7
Mint Street Girls' School	98	1,261 12 10	774 7 0	220 6 0	266 15 10	21·0
Total	1,052	24,319 15 4	14,828 12 7	3,812 7 3	5,678 11 6	23·3

From these figures it will be seen how inadequate is the grant that can be obtained under the rules in present circumstances. Looking at all these schools together, the grant is only 23⅓ per cent. of the total expenditure. In no case is it higher than 30 per cent., and in some cases it is as low as 15 and even 8 per cent. The Mission on the other hand contributes as high an average as 61 per cent., while the fees amount to 15·6 per cent. In the present state of female education, and seeing the lack of qualified female teachers, I am of opinion (*a*) that qualified male teachers employed in Native girls' schools should receive the same grants as female teachers, and (*b*) that half-grants ought to be given on account of conductors.

(3) With reference to the different classes of certificates,—normal, ordinary, and general—and the grants attached to them—a third, a fourth, and a fifth respectively—I am of opinion that such distinctions are too refined, and unnecessarily complicated and harassing. The first two might safely be regarded as of equal value, and have a third grant attached to them; and the third or general certificate be entitled to a fourth grant. If full effect were given to the rules as they stand while the supply of teachers with Normal certificates is still so inadequate, the grants would be greatly reduced and the effects on aided education most injurious and discouraging. Under the present provisional arrangement, teachers who were receiving a half-grant under the old rules are now receiving a third; but if the new rules were brought into full operation, some would be cut down to a fourth and others to a fifth, thus greatly reducing the total grant. Yet the aid received at present is far from liberal, as will be seen when I state that out of a total expenditure during 1880-81 on nine boys' schools of the Free Church of Scotland Mission of Rs. 22,222, only Rs. 4,806, or 21 per cent., came from Government grants. If it were further reduced the grant would hardly be worth the trouble connected with it.

(4) I think it bears unfairly hard on Mission schools that no grant can be received on account of a teacher who devotes less than four full hours a day to secular work. It is quite right to give a grant only in aid of secular instruction, and it may be quite right also to make four hours a minimum day's work entitling to the full grant. But I do not see why, if a teacher gives 3½, 3, or even 2 hours a day to secular instruction, a proportionate grant should not be given. The present system tends either on the one hand to give a Christian teacher an unusual amount of work, or on the other to make an unhealthy separation between the teaching of the religious and of the secular subjects.

2nd.—The system of *payment* by *results* has many defects, but for the ordinary class of primary schools in India I can suggest no substitute. Its main defects are—

(1) That it encourages a mechanical and parrot-like style of teaching amongst a people only too much inclined to learn by rote: and

(2) that it relies entirely on the intelligence, the fairness, and the honesty of the Deputy Inspectors. Both of these are, in my opinion, serious evils. In very elementary subjects, the necessity to have all knowledge tabulated and measured may not work so injuriously as at a more advanced stage, but still it encourages the inveterate tendency, so deeply rooted in the traditional education of the country, of getting up everything by rote. In many cases the memory alone is exercised, and neither the perceptive nor the reasoning faculties. I think it is therefore a mistake to apply it to any but the lower standards.

As to the second point, if the Deputy Inspectors are sufficiently intelligent men, they may to some extent counteract the tendency just referred to, but the chances are that their mode of examining is as likely to encourage it. Then if the examiner is severe, the failures are numerous and the passes few: if he is lenient, the results are the reverse. The grant, of course, falls or rises accordingly. The severity or leniency may be determined by a variety of motives, which need not be specified.

In cases where the teacher is independent and where there is no guarantee for his efficiency except that afforded by the results of the examination, I do not see what other form of aid can be substituted. Possibly the combined system might work better in some cases, and this alternative

should, I think, be left to the discretion of Local Fund Boards and Municipalities.

In cases where the teacher is not independent but is under a Committee or other managing body and receives a fixed salary, I think the salary grant system is the most satisfactory, although more aid can be got under the results system.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—I believe that the present administration strives to be quite impartial, and that *if all the rules are accepted as fair,* the system is one of practical neutrality. Nevertheless a school in which religious instruction is given stands in some respects at a serious disadvantage. A point referred to under the last question affords an instance. A teacher who gives an hour or an hour and a half to religious instruction must give four full hours besides to secular subjects, or forfeit the right to any grant.

Then, again, no allowance is made in the scheme of studies for the time given to religious instruction. The tendency is to burden both teachers and pupils with the multiplicity of secular subjects, and to screw the standards up to the highest point attainable. It is extremely difficult, accordingly, to get the due time and attention devoted to what the Managers of Christian schools must necessarily regard as the most important lesson. I do not think it possible to have complete fairness or neutrality unless greater freedom is allowed to Managers. The system is at present so administered as to bring the strongest pressure to bear on every aided school to reduce it to the Government pattern, and every point in which an aided school differs from the Government pattern is a disadvantage and is regarded as a defect.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—In ordinary circumstances I do not think it is possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution. In the first place, the two will be regarded as antagonists, and the very name of Government is sufficient to command the adherence of the people, unless the counterbalancing influences are very strong indeed. Secondly, for reasons already stated, it is hardly possible for Government officials to hold the balance with an impartial hand between two such institutions. The sympathies of the department naturally go with that which belongs to the department.

It might be possible to make the competition fair and equal under two conditions: (1) that the provisions of the Despatch are fully and cordially accepted, and it is understood to be the duty of Government officials in every legitimate way to encourage and foster the aided institution, in order that the Government institution may become unnecessary: (2) that the scale of fees is so much higher in the Government school as to be in just proportion to its advantages in other respects. In this Presidency the scales of fees in the two classes of institutions are too near each other to have much effect in redressing the balance.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—I do not know how far there is unhealthy competition throughout the Presidency, but I believe that Government could be trusted to apply the proper remedy in each particular cese, if it were not itself a direct educator and therefore an interested party. One of the best reasons for Government giving up its own direct operations is that it would thereby be placed in an impartial position from which it could regulate and control all other operations. In such a position it would command the confidence of all, and have an influence in shaping the whole education of the country, which it can never attain so long as it is itself an interested competitor.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—My opinion is that educated Natives may generally with little trouble find remunerative employment. I have been led to this conclusion by various considerations.

(1) I find no superfluity but rather a lack of teachers, trained or untrained. If many educated young men failed to find other employment, they would certainly seek admission to the Normal school, where they would receive a scholarship sufficient to support them during training, and on passing out easily obtain a good situation.

(2) While there is a superabundance of applications for a vacant Government post or any situation in the Presidency town, there is rather a dearth of educated men in remote districts. I have observed advertisements for vakeels by a District Judge, although the legal profession is generally supposed to be overstocked.

(3) The answer to the question must to a considerable extent depend on the definition of 'educated Natives.' If by educated Native is meant any boy who has got a smattering of English, and on the strength of that thinks it due to his dignity to renounce the occupation of his fathers and pass by all but clerical employment, then probably there are not a few who fail to get remunerative employment. But the term 'educated' is not applicable to such aspirants, and what is needed to cure the evil is not less education, but more.

If we confine the term educated to those who have taken a degree, or at least passed the First in Arts Examination, then there can be no lack of remunerative employment for all such. At the last examinations of the Madras University, 144 young men took the Degree of Bachelor of Arts, and 423 passed the First in Arts Examination. Even suppose all the former and half of the latter sought employment immediately on passing, there could be little difficulty in their finding suitable situations, seeing that the Government and other services, and the legal and medical professions employ many thousands. According to the Madras Census of 1871, there are at least 30,000 men filling offices and engaged in work demanding a fair education. Supposing that only 5 per cent. of these were withdrawn annually by death or retirement, 1,500 would be required to supply the vacancies. In order to do so we must regard as 'educated Natives' not merely those who have passed the higher examinations, but those who have just attained the point of being prepared to

enter on a liberal education. A reference to the new Census Returns will, I have no doubt, support what I have just stated, and I do not know that there could be any more satisfactory test.

I will only add that so long as the Government bulks so largely in the eyes of the people, and a helpless dependence on it is fostered, so long there will be a superabundance of applicants for Government service. But with a larger and more liberal education, practical as well as theoretical, and the growing independence of the educated classes, we may hope that this evil will in due time be cured, and educated Natives seek scope for their capabilities in paths of independent enterprise.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—The instruction imparted in secondary schools is, in my opinion, calculated to store the mind with only too much of what is regarded as useful and practical information. The view of education which has determined the present Government scheme of study for schools is not that of awakening, exercising, and directing the mental faculties and so making an intelligent and capable man, but of storing the mind with useful knowledge. Education as the formation of character finds little or no place in the scheme.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—As the Entrance examination of the University is constructed on very much the same lines as the Government scheme of studies, there is no opposition between their tendencies. Both are, in my view, only too 'practical'—that is to say, they tend to multiply the subjects in order to store the memory with useful information, instead of aiming at awakening the intelligence and calling forth the inborn powers.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum does not, in my opinion, afford a sufficient training for teachers in secondary schools—some special instruction in the art of teaching and managing a school is also necessary, and therefore I consider special Normal schools to be necessary.

At the same time there is a danger lest the training of a Normal school encourage a too mechanical and wooden system of both teaching and conducting a school. I have often heard the complaint made, and my own experience goes to support it, that Normal trained teachers often display a want of pliability and power of adapting themselves to circumstances. They are taught to do everything by rule and are unable to move outside of the routine. The only remedy for this is to see that men of liberal culture and sound intelligence are placed over the Normal schools. They need not always be University men, although men of the right stamp are most commonly to be found amongst those who have had the advantage of a University education.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—I consider that the present arrangements of the Education Department are such as, in various ways, unnecessarily interfere with the free development of private institution. In fact, the present system is making rapid progress towards the extinction of all independence and variety whatever, and the binding of all educational institutions in one rigid and unbending system.

(1) All schools must be organised after the same Government model, with the same number of classes and the same nomenclature. Most minute and numerous monthly and annual returns have to be sent in, all prepared in fixed forms which imply and necessitate the organisation of the schools according to the Government pattern.

(2) The promotion of pupils from one class to another is regulated by three examinations, the Lower Primary, Upper Primary, and Middle School examinations, in all of which the subjects, standards, time, and mode of conducting the examinations are prescribed by the Director. In the case of the first two, the examination may be conducted by the head master or mistress, if the school teaches up to a standard higher than the examination: if it does not, then by the Government Inspector. In either case, all the marks of each pupil in each subject must be communicated to the Inspectors, and the names of those who pass are published in the Government Gazette. The Middle School examination is conducted entirely by outside examiners appointed by the Commissioner for the U. C. S. Examinations (who is the Director of Public Instruction) by means of printed papers. Those who pass are duly published in the Gazette, and none who fail in any subject can go on to the Fifth class without the special grace of the Director.

There is also a comparative examination of the Lower Fourth and Fifth classes in Government schools, and the Director has invited aided schools to submit themselves to this examination, and to promote their pupils according to the results of it. Some have done so, while others have declined. It may be judged what independence or variety is possible under such a system of Government examinations.

(3) A certain latitude is allowed in text-books, as, for example, when there is prescribed in the Middle School examination "Clyde's Elementary Geography, or any similar book." But at the same time the book named must almost necessarily be used, because the examiner will almost certainly prepare his questions from it.

(4) If in any point not fixed by express rules, the arrangements of an aided school differ from those of a Government school, the difference is almost certainly noted as a defect. I have found this to be specially the case in the girls' schools under my superintendence. In a Report lately received, for example, the Director remarks:—"The arithmetic of the upper classes is, however, a little below the standard prescribed for Government schools."—It is not intended that the standard should be the same as in Government schools, as that is not always to be approved of.

(5) I consider that the present arrangements make too little distinction between schools for boys and schools for girls. I think it unwise, for example, to expect little Native girls to pass as high a standard in arithmetic in the three prescribed examinations as boys. The girls come very young and leave school very early, so that it is necessary for them to make the most of the few years custom allows them to attend school. The difficulties of arithmetic, however, bar their progress. The standard on that subject is high even for boys, much more for little girls. Yet its practical use does not seem to be of so great importance for the latter, and therefore I think it is a great pity to retard their general progress on account of it. Were it not for the high standard in arithmetic, it might be possible for caste girls within the school years allowed them to pass the Middle School examination, but at present that goal is unattainable except in special cases.

In making the above remarks I do not mean to bring an indictment against all the present arrangements, or to object to due Government control. Aided schools are of all sorts, and in many cases no doubt Government interference at so many points has done good. But what I lay stress upon is this—that such a system of minute regulation and control is plainly incompatible with either the legitimate freedom of Managers, or that variety of educational institutions which the Viceroy has pointed out as essential in so vast and varied a country as India. The effect is to bring all schools within one rigid and inelastic system, to reduce all education to one dead level, and so to check the development of natural character and ability. In this Presidency this procrustean form has been mostly constructed within the last few years, so that its progress has been rapid. Should it go much further, Government aid will be felt by those who value freedom in education to be purchased at too great a price.

I will only add further that I believe the present system is the result of a mistaken idea that the ends aimed at will be secured by an elaborate and complicated system of machinery without reference to the intelligence and motive-power by which the machine is worked. Now, as I regard the latter as of far more importance for the true ends of education than the former, I think a system which tends to fetter and cramp all intelligence and independent energy cannot fail to be highly prejudicial, and the further education advances, the more will its injurious effects be apparent.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—In any scheme of education for India, the function which can be best discharged by the State is that of aiding and regulating all educational agencies, and not that of conducting direct educational operations. In fact, so long as it does the latter, it cannot, in my opinion, rightly do the former. So long as it is a rival to other educational agencies, it cannot be an impartial judge over them, and until it is in an entirely neutral and impartial position, it cannot command the confidence of independent bodies. Judging from my own experience, I have no hesitation in saying that Managers of aided schools almost invariably feel that the influence of the Government Educational Department is against them; that though Government educational officers are honourable men, aided schools have yet to fight an uphill battle; that there is no encouragement to extend aided education, but the reverse. This depressing feeling will necessarily continue until Government has ceased to maintain a rival department, backed by its funds, influence, and authority. When it occupies the position of an impartial controller and helper of all other agencies, it will command the confidence of all; and will then hold not only a legal but a moral vantage-ground from which it may mould and guide the education of the country, in a way it can never hope to do so long as it is a competitor in the arena.

As to the parts to be taken by other agencies, I have already said that primary education must be committed to the care of the local Boards which are entrusted with local self-government. The secondary and higher education may be left to independent agencies regulated and aided by the State.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—It follows, from what I have said on the preceding question, that in my opinion the withdrawal of Government from the direct management of schools and colleges would have a most encouraging effect upon the spread of education.

In the first place, it would be a convincing evidence that the Government really desired independent bodies to extend their operations,—evidence which they are much in want of at present. Not only do Missionary agencies feel that they are under the present system heavily handicapped and discouraged, but independent Native gentlemen are deterred from opening schools which might be regarded as rivals to Government institutions. I have, for example, very good authority for stating that the College Department of Pacheappah's Institution would have been developed sooner and further than it is, had it not been that it would thereby appear to be a rival and possible substitute for the Presidency College.

Further, were Government to withdraw from direct operations, it would have considerable funds set free to encourage aided institutions, and to call forth other resources which are not at present available. Every rupee of aid given by Government calls forth another and in most cases two from independent Managers, not to speak of the fees contributed by the people themselves. A great extension of education could thus hardly fail to be the result.

Thirdly, such withdrawal would tend greatly in my opinion "to promote a spirit of reliance upon local exertions and combination for local purposes," which the present system tend to repress. It cannot be expected that the people will step forward to do for themselves what Government is doing for them, especially when they think such spontaneous activity on their part would be the reverse of agreeable to Government authorities. It is certainly a main part of the educational influence of Government institutions to teach the people to look to Government for everything—to expect from Government first education, then certificates, and then appointments; and to see no field for exertion or enterprise outside of the Government service. Government overshadows everything in India, and the sense of its omnipresence and omnipotence fills the mind of almost

every educated Native, so that there seems no scope or career beyond it. The existence of a Government Educational Department is not entirely to blame for this, but undoubtedly it has much to do with it. In Government schools the youth are first inoculated with the idea, and early impressions are proverbially lasting. Were Government to withdraw from the direct management of educational institutions, and hand them over to independent local bodies, a great blow would be given to the pernicious error—the mother of discontent and disloyalty, that Government is bound first to manufacture an educated class and then provide for it. Until this is done, it seems to me that the prospect of making local self-government a reality is very doubtful indeed. To transfer Government schools to independent local bodies would be the most effective step in this direction. Education is a field in which the spirit of reliance upon local exertions and combination for local purposes can be most safely tested and wisely developed. I have no doubt also that if a stimulus were once given to a spirit of loyal freedom and active enterprise, it would manifest itself in many directions, and in due time develope the resources and promote the prosperity and wealth of the country.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measure would you suggest in order to prevent this result?

Ans. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, I see no reason whatever to apprehend that the standard of instruction in any class of institutions would deteriorate. I do not see that at present Government institutions can claim the honour of maintaining the highest standard. It may be that taking Government institutions as one class, and all aided institutions as a second class, the former show better results at the University and other examinations than the latter. But such a mode of comparison is manifestly unfair. Government institutions may rightly enough be placed in one category, as they are all organised in the same way and are under the same management. But with aided institutions the case is very different. They are under all sorts of managing bodies, and vary indefinitely in their equipment and efficiency. Some of them are but adventure schools of yesterday, while others are older than, as well organised and manned, and quite as efficient as, any Government institutions. It is no just comparison, therefore, to throw them all into one class, and set them over against the compact body of Government schools, and thus find an easy demonstration of the superiority of direct Government to aided education. But let the best of the one class be compared with the best of the other, and the aided institutions will, I submit, be quite equal to those of Government.

Further, if Government schools are transferred to local bodies, I do not see why they should not continue as efficient as before. The University standards will not be lowered, the teaching staff is not likely to be smaller or less efficient, and the Director and Inspectors will still remain to encourage and stimulate the Managers.

I might adduce inductive evidence to show that Government institutions are not always the best managed, or appeal to such philosophical authorities of our day as Herbert Spencer to prove that private individuals or bodies can, in most spheres of activity, do their own business for themselves better than Government can do it for them; but I forbear. I content myself with saying that I see no reason why the withdrawal of Government from direct educational operations should affect for the worse the standard of the instruction in any class of institutions.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—Very little has as yet been done by the department in instituting schools for girls. A few have been opened of late under the immediate management of the Director, and I believe it is intended to establish more. This I consider to be a mistake. There is no doubt great need to extend female education, but I think it would not be favourable to sound education or the best interests of the community, if Government were to set up a large number of girls' schools according to the usual Government pattern. The main reasons for my opinion are these: *First*, I consider that it would be a great evil if Government were to set up a system of girls' schools on its so-called 'neutrality' principle. I thoroughly approve of Government being neutral in religion, that is, of its leaving the different faiths now planted in India to stand or fall, advance or decay, according to the truth and life inherent in them, without either frown or favour from Government. But the professed neutrality of Government schools is a fundamental breach of the principle, against which not one form of religion but all ought to protest. The position of Government may be neutral as between different faiths, but it is not neutral as between religion and irreligion, when it excludes all religion from its schools and ignores its very existence. To give an education which finds no room nor necessity for religion, is not to leave the minds of the pupils unbiassed, but strongly to bias them in an anti-religious direction. Experience has proved that this is the case in boys' schools. The total exclusion of religion from Government institutions has produced the impression not only upon the pupils, but the community generally, that their natural influence is one hostile to religion; and that, though the teachers in them are not free to say a word in favour of Christianity or any other religious faith, they are free to propagate principles antagonistic to all religious faith. If evidence of this is wanted, it may be found, gathered from Native sources, in Dr. Murdoch's *Letter to the Marquis of Ripon on Education in India.*

If such is the effect of the exclusion of all religion from schools for boys, it is likely to have a still more injurious influence in girls' schools. It is no doubt a great evil in a community when the women are wholly wedded to superstition; but it would soon prove a still greater evil if they were to be educated under influences that tend to kill the religious instinct. If Local Fund Boards and Municipalities choose to set up girls' schools in which no religion is taught, let them do so: the Government is then free from blame. But local bodies need not exclude religion, while Government must do so, and therefore is not in a position to avert the evil even if it would.

Secondly, I do not think that this is the time for Government to be setting up a new educational organisation of its own. All the objections made to the present system of boys' schools would hold good, and with even greater force, in the case of girls'. There would be the same unequal competition between Government and private agencies, to the discouragement of the latter, and the same progress in a direction contrary to the principles of the Despatch. Female education will in my opinion be most healthily advanced by being left to local and private agencies under encouragement and aid from Government. And with the progress of sound education among the women, the welfare of the community is most intimately bound up.

Ques. 48.—Is any part of the expenditure incurred by the Government on High education in your province unnecessary?

Ans. 48.—Apart from the reduction in expenditure which would result from carrying out the principles of the Despatch of 1854, I would point to the second class colleges at Cuddalore and Salem as an unnecessary expense to Government. The circumstances of these two districts do not seem to me in any way to justify the outlay involved in giving them colleges. Education is not specially advanced, so as to afford a large supply of students; neither district is far removed from Madras, and one of them is not far from Combaconum, and both have a line of railway making these educational centres easy of access. If it is said that the colleges cost very little, that to my view is one of the worst aspects of the case. A college without a sufficient and highly-qualified staff, cannot impart sound education or culture to the students. A few students under one or two teachers, who can only just cram them for the University Examinations, is an arrangement totally incompatible with the idea of liberal education.

Further, I am strongly of opinion that undergraduates of the University should be encouraged to go to the great centres of instruction and intellectual activity, where they will come under the influence of the ablest professors, have access to the best libraries and laboratories, and drink in the enlarging and stimulating atmosphere of fresh thought and enquiring ardour which can be found only at a large central college. Those who have passed through a University will acknowledge that the class-lectures are not the only nor the best boon an *alma mater* has to bestow, but the whole tone and influence of the place—its academic associations, the intercourse with fellow-students, and all the undefined influences which gather round a seat of learning. It is these which make a college or University a true instrument of liberal culture; and in no country is liberal culture for its students more required than in India. It is, therefore, not only a waste of money, but a distinct injury to sound and liberal education when insufficient colleges are set up at Dan and Beersheba to intercept the people lest they go to Jerusalem. It is at such narrow and small institutions that the pernicious ideas of dependence upon Government and a claim to be provided for by it are maintained and fostered. Their existence appears to me to be quite indefensible and the money spent on them worse than thrown away.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—I believe there is a tendency to raise primary into secondary schools unnecessarily and prematurely.

It would be a good check on this to give no grant to any secondary department until by the number of its pupils and the amount of fees collected, it had justified its existence.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—In my opinion a strict interpretation of the principle of religious neutrality does require the withdrawal of the Government from the direct management of colleges and schools. According to the application of the principle by the Government, religion is excluded from all Government institutions and its existence ignored. Now, as I have said under another question, this may be a neutral position as between different religious faiths, but is not so as between religion and irreligion, or between religious faith and no faith. The true principle of religious neutrality simply implies that the Government shall not favour one form of religion as against another, or use any pressure or influence to propagate one faith or check another. Religious faith is a matter of free conviction, and when a Government recognises this, acknowledges religious faith is beyond the sphere of its control, and leaves the various religions to their own truth and vitality, then it acts upon the true principle of religious neutrality. But if it ignores the very existence of religion and occupies a sphere in which religion should naturally find a place, but is excluded from it, then Government takes up a position practically antagonistic to all religion, and violates the most fundamental principle of religious neutrality. This is the position which the Government of India at present occupies in the sphere of education, and which it must continue to occupy so long as it is a direct educator. In order to be impartial towards all religions, it teaches none; but in teaching no religion while yet it teaches other subjects, it proves itself practically hostile to all religion. This is not a matter of theory, but of actual experience. The influence of Government colleges and schools is felt by the earnest part of the Native community to be anti-religious, and as being so, to be fraught with serious danger to the best interests of the social body. I have already referred to Dr. Murdoch's *letter* as adducing numerous Native testimonies to this effect. The Government can only be really neutral when it withdraws from the direct management of colleges and schools, and so permits the possibility of religious education being associated with what is commonly called secular, while it only aids that which comes within its own sphere.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, I do not think it desirable that it should retain under direct management one college in each province as a model to other colleges: 1st, because it is not necessary, aided colleges being as well-organised and efficient; and 2ndly, because I consider a Government

college a bad model, in that it recognises no religion, and is very expensive.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—I do not think that any rule can be laid down with reference to the proportion of European professors who should be employed in colleges educating up to the standard of the B.A. degree. I regard it as highly desirable and indeed necessary that there should be a considerable proportion of European Professors in the country to give the tone and standard to high-class teaching, but the same proportion need not necessarily be in every college. In the central colleges I think that for some time to come the staff should be almost entirely European.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—I think that Europeans are likely to be employed in colleges under native management, if it were for no other reason than that such colleges must hold their own in competition with others.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—I do not think that Government would be justified in maintaining a school or college merely for the benefit of one class of the population, whatever difficulty that class might have in respect of the religious teaching in other institutions. The natural remedy for such a difficulty would be that the class in question should establish an institution of their own, or send their childern where such an institution already existed; in the case of a college that would be no hardship. In the last resort, a conscience clause would be a sufficient protection.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—The conditions on which Grants-in-Aid are given in this Presidency are in my opinion more onerous and complicated than is necessary. To some of these conditions I have already referred under other questions. I will only add here that the numerous forms and returns are a grievous burden. Not only when a new grant is applied for, but when an increase or transfer is asked an elaborate form must be sent in. Duplicates of complicated monthly returns have to be submitted for every school under inspection; and still more complicated annual returns for every department of a school. I was obliged lately to employ a new writer in my office for no other reason than the constantly increasing number of Government educational returns. The meagre aid given under the Grants-in-Aid scheme is thus subject to considerable reduction. No small part of my own time is given to attending to these matters, and a very large part of it to the management of the schools under me; but of course no grant is given on account of my educational work, as it is not direct teaching. The scheme is altogether cumbrous and inelastic. I believe that a general rule that Government would contribute a moiety of the total expense after deducting the fees would work better and of course much more simply than the present complicated salary grants scheme. The Government would have only to satisfy itself, as it has to do now, that the schools were reasonably organized and doing efficient work.

In order to fulfil my duty as a witness before the Commission, I must beg leave to propose another question, in answer to which I may express my views regarding one of the most important aspects of the whole subject. The question I propose is this:—

Supplementary Question—

**Ques. 71.*—Has the educational administration of late years in your province been on the whole in accordance with or contrary to the policy prescribed in the Despatch of 1854?

Ans. 71.—In answer to this I feel bound to express my judgment that the administration of the late Director of Public Instruction, Colonel (now General) Macdonald, was in many special points and in its general tendency directly opposed to the fundamental principles of the Despatch of 1854.

In order to substantiate this opinion, I beg first of all to state what appear to me to be the fundamental principles of the Despatch of 1854:—

(1) Her Majesty's Government declare that they have been led to the

"conclusion that the most effectual method of providing for the wants in India in this respect will be to combine with the agency of Government the aid which may be derived from the exertions and liberality of the educated and wealthy Natives of India and of other benevolent persons."

"We have therefore," they say, "resolved to adopt in India the system of grants-in-aid, which has been carried out in this country (England) with very great success; and we confidently anticipate, by thus drawing support from local resources in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation."

(2) In accordance with this central principle, the following are laid down as general lines of administration:—

"We desire to see local management under Government inspection and assisted by grants-in-aid taken advantage of whenever it is possible to do so, and that no Government schools shall be founded for the future in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education."

Further, the maintenance of Government institutions, especially those of the higher order, was intended only to be temporary, for Her Majesty's Government

"look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of and aided by the State."

(3) These principles were to be applied to all India, but Madras is expressly mentioned as even in 1854 a suitable field for at once carrying out the whole scheme:—

"In Madras, where little has yet been done by Government to promote the education of the mass

* This question was suggested by the witness himself.

of the people, we can only remark with satisfaction that the educational efforts of Christian Missionaries have been more successful among the Tamil population than in any other part of India; and that the Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity, by founding Government Anglo-Vernacular institutions, only where no such places of instruction at present exist, which might by grants-in-aid and other assistance adequately supply the educational wants of the people."

It would be out of place for me here to prove how well justified was the confidence of Her Majesty's Government in the operation of the grant-in-aid system in this Presidency, by tracing the rapid growth of aided education in every department of it as soon as the grant-in-aid scheme was set in motion. Suffice it to say that the efforts to which the Despatch refers with satisfaction were not only continued but increased, and aided institutions occupied a large part of the field and were thoroughly efficient in every department of instruction. Neither is it necessary for me to tell how the principles of the Despatch of 1854 were from time to time re-affirmed as their wisdom was justified. I will only quote two sentences from the order of the Madras Government on the Director's Report for the year 1876-77—

"Looking therefore to the increasing demands upon the State for grants-in-aid, and the cheapness of the system, it is as much the true as it is the admitted policy of Government since the Despatch of 1854 to reduce gradually expenditure on Government institutions, where there is private, local, or municipal school doing equally good work and capable of continuing it. The Director will bear this principle in mind, and wherever and whenever the opportunity occurs, act in accordance therewith."

Let us now see (*a*) how Colonel Macdonald's action agreed with these principles and instructions, and (*b*) how he defended his action when it was challenged. Both will, I think, show that he, so far from carrying out, endeavoured to reverse the policy of the Despatch.

(*a*) Under the first head I beg to point to these facts:—

(1) During the period of Colonel Macdonald's administration, the sum expended in grants to aided institutions practically remained stationary, although the number of these was rapidly growing and calling for increased aid. At the same time the expenditure on direct Government education was largely increased. According to the principles of the Despatch, the increase should have been entirely on the other side.

(2) Government institutions were extended, as, for example, by the institution of new school classes in the Presidency College, and the establishment of new Government Colleges at Cuddalore and Salem. In all these cases the extension was utterly indefensible. Of the Cuddalore and Salem Colleges I have spoken under question 48. As to the re-opening of certain school classes in the Presidency College, this measure was adopted not because there was any lack of efficient schools in Madras, but solely in order to strengthen the Presidency College in its competition with the Christian College.

(3) In a speech delivered at the Anniversary of the Presidency College in May 1879, Colonel Macdonald explained that the institution of secondary colleges at Cuddalore and Salem was only the beginning of a scheme for establishing the same class of institution in every district of the Presidency.

(4) Large savings having been effected by the reduction of the scale of grants in aid, this sum was turned aside from the encouragement of aided education to the extension of the Government Department. My authority for this statement is one which cannot be questioned, namely, the present Director of Public Instruction. In a letter to the Madras Government of 20th May 1881 Mr. Grigg says—

"I regret to say.....the savings with those effected under G. O. dated 24th December 1878, and those in the redistribution of grants recently effected, aggregating about Rs. 40,000, have been more than swallowed up by the increased cost of Government agency"

Mr. Grigg then gives a table from which it appears that the expenditure on inspection and Government Arts Colleges and schools grew from Rs. 5,59,663 in 1878-79 to Rs. 6,06,860, the estimated cost in 1881-82.

"Whilst on the other hand the grants-in-aid from Provincial Funds for boys' and girls' schools of all kinds have fallen from Rs. 2,86,974 in 1878-79 to Rs. 2,69,036 in 1879-80, whilst the regular estimate for 1880-81 was Rs. 2,71,490. From the annexed statement it will be observed that in Madras alone the expenditure on Government institutions rose from Rs. 77,992 in 1878-79 to Rs. 87,469 in 1880-81, while the grants-in-aid have fallen from Rs. 92,051 to Rs. 67,581."

It is unnecessary to add the table, as Mr. Grigg's letter is before the Commission. The figures quoted show, I think, conclusively, a complete reversal of the principles of the despatch.

(5) Colonel Macdonald introduced an elaborate scheme of gradation for all the officers of the Government Educational Department, which not only implied the permanence of the department on a scale certainly not less than the present, but tended to consolidate and confirm it, so that it should be impossible to reduce it hereafter.

(6) I point, lastly, under this head to the treatment of the Madras Christian College as an illustration of how Colonel Macdonald dealt with an aided institution. The Madras Christian College is the largest institution in Southern India, and the one most fully representative of aided education, inasmuch as it draws its students from all parts of the presidency and all classes of the community, and many educational bodies are represented on its Council. Although the college steadily and rapidly increased, and its cost necessarily grew, increased aid was repeatedly refused to it from 1871-72 onwards. Not only so, but in 1879-80 restrictions were issued which had the effect of reducing the grant from *19 per cent.* to *14 per cent.* of its expenditure: and all protest was in vain. At the same time it must be remembered that the Government was spending on the rival Presidency College *more than six times* the grant to the Christian College, and increasing that expenditure; although the aided college was doing much more educational work. Redress has at length been obtained, and the grant to the Christian College been raised from Rs. 600 to Rs. 1,060 a month. No better evidence could be given of the injustice of Colonel Macdonald's action.

(*b*) As to Colonel Macdonald's defence of his policy, it will be found in full in the *Educational Papers* printed by the Committee representing Missionary Aided Education, and of which copies are in the hands of the Members of the Commission. Ample evidence can there be obtained that Colonel Macdonald was fully persuaded that

Government education as managed directly by himself was decidedly superior to all aided education, and that accordingly it was his duty, notwithstanding the Despatch of 1854, to encourage the former rather than the latter. In paragraph 11 of his letter dated 17th March 1880 he says:—

"If Native gentlemen do not generally set up schools in opposition to Government schools, it is probably because they are satisfied with the system on which these schools are worked. They are no doubt aware that as a general rule Government schools are much more efficient than aided schools, whether Missionary or secular.....If the few Government colleges and schools which exist in this Presidency were made over to the management of local committees of Native gentlemen, the inevitable effect would be a general lowering of the standard of education. Such a measure would probably be favourable to Missionary enterprise, for it would reduce all schools to the level of the Mission schools, and it would be easier for Mission schools to compete with Hindu schools than with Government schools, but it would be disastrous to the cause of sound learning."

Again, in paragraph 13 of his letter of 27th June 1880, Colonel Macdonald says:—

"Under the system now pursued all schools in which English is taught, whether Government or aided, are rapidly becoming self-supporting. It has been shown that some are already self-supporting, and, *if both classes of institutions are maintained*, it is probable that in a very few years they will cost the State nothing, and may then be largely multiplied. It is possible that if this had been foreseen when the Despatch of 1854 was framed, *the Despatch might have been somewhat differently worded*...In many cases it is cheaper now for Government to have a school of its own than to give a grant to an aided school. It is undoubtedly the fact that, although a few Government schools have been occasionally closed, no general measure for closing Government schools and replacing them by aided schools has been proposed in this Presidency, but in this respect the course pursued here does not differ from the course pursued in other parts of India."

I am not called upon at present to controvert Colonel Macdonald's views as expressed in these extracts, to show what "the few" Government colleges and schools cost, or to estimate the danger of all schools falling to the level of Mission schools, seeing it is a Mission institution which not unfrequently heads the University lists in this Presidency. I merely cite the above passages in order to show what were the ruling principles of his administration. It is plain that the policy prescribed in the Despatch found no favour with him, and that what he aimed at was the permanent continuance of Government institutions and their extension. He encourages the establishment of Government schools rather than the giving of grants on the ground that "in many cases it is cheaper now for Government to have a school of its own than to give a grant to an aided school." The provisions of the Despatch are in his view no longer applicable, for if the cheapness of Government institutions had been foreseen when it was framed, "the Despatch might have been somewhat differently worded!" In the large and liberal policy of the Despatch which seeks to foster "a spirit of reliance upon local exertions and combination for local purposes," Colonel Macdonald not only does not himself believe, but manifestly thinks the authors of the Despatch did not believe. If only Government institutions were as cheap as aided institutions, then they must appear in all respects manifestly preferable. With such views it is not to be wondered at that under Colonel Macdonald's administration the policy of the Despatch was distinctly reversed.

Of Mr. Grigg's administration I am not called upon here to speak. He is necessarily to a large extent bound by the action of his predecessor, and a systematic and deeply rooted policy cannot be reversed in a day. I gladly acknowledge, however, that in various instances Mr. Grigg has shown his disposition to be fair to aided institutions and loyal to the principles of the Despatch. His declared intention of extending Government girls' schools I must note as an exception.

APPENDIX TO EVIDENCE OF THE REV. W. STEVENSON.

No. 2301.

Proceedings of the Director of Public Instruction, dated 18th May 1881.

Read the following letter from the Executive Missionary Education Committee, Madras, to H. B. GRIGG, Esq., M.A., Director of Public Instruction.

We have the honour to lay before you the following remarks regarding the operation of the new Grant-in-aid Code, and beg that you will kindly give your favourable consideration to the modifications we venture, after careful deliberation, to propose.

2. The new Code has now been partially in force for more than a year, during which time we have had experience of its operation. As soon as introduced, its effect on boys' schools was to reduce all half grants for servants and contingencies. On girls' schools the effect was the same, except where there were fully qualified mistresses, in whose case the half grant was continued. These changes entailed in many cases a very heavy reduction of grants, and therefore a serious diminution of resources. If the code is brought into full operation, as at present provided, on 1st April 1882, there will be a still further reduction which will inevitably bring many schools into serious difficulties. The prospect of this, and the desire, if possible, to avert it, must be our apology for coming before you now.

3. The late Director of Public Instruction, in his Proceedings of 5th March 1880, allowed to managers of aided schools two years in which to substitute teachers with Normal certificates for those holding ordinary or general certificates, or in some cases no certificates at all. The experience of the past year, however, has made it abundantly clear that the change cannot be effected within that time. There are two insuperable obstacles:—First, there is not a sufficient supply of Normal teachers available, nor is there likely to be for some time to come. There is especially a deficiency of Normal teachers whose vernacular is Telugu. Secondly, it is impossible to dismiss old teachers, many of whom are good teachers and have done good service for many years, simply because they have not Normal certificates. It would be manifestly unjust to cast them out of employment and deprive them of the means of livelihood without giving them either a pension or a large gratuity. But the managers of aided schools have no means of making such provision.

Should the new Code, then, be brought into full operation while Managers are placed in these circumstances, it would entail such a reduction of grants as would seriously cripple the educational operations of many societies. Instead of the half and third grants received prior to 1st April 1880, schools would receive, on account of most of their teachers, only a fourth or a fifth grant, or in some cases none at all.

We beg, therefore, very respectfully to request that the concession granted to old teachers for two years be extended during the term of their holding office. In our opinion this is the only arrangement that will properly meet the case. We believe that old teachers will be retiring as fast as normally-trained teachers are produced to take their places. Apart from this, however, we submit that Managers ought not to be put in the position of either having to dismiss old teachers for no fault of theirs, or to content themselves with a lower grant than is available. We do not know how old teachers are to be dealt with in Government schools, but we do not think that Government should insist on Managers of aided schools dealing more hardly with their old servants than it does with its own. We may mention also that when the new Education Act was introduced in Scotland, old teachers received certificates according to their qualifications and service. Some such mode might be adopted here.

4. With reference to the proportion of grants laid down in the Code for different certificates, we beg to suggest the following modifications:—

(*a*) We request that the fifth grant may be done away, and that a fourth grant be given on account of teachers holding a general certificate. At present, in very many cases, it is impossible to secure for vacancies teachers having any better qualifications, and it does not seem accordant with the intentions of Government that only a fifth grant should be given for the best teachers that are available. Even a fourth in such circumstances cannot be regarded as very liberal aid. There is no danger of this concession encouraging the employment of less qualified men, as Managers would certainly prefer teachers with normal or ordinary certificates, if either could be got.

(*b*) We request that men holding an ordinary certificate receive a third grant, the same as is given to those holding a Normal certificate. In order however, to raise the value of the ordinary certificate and to put a sufficient premium on the Normal certificate, we beg to suggest (1) that an ordinary certificate be given only after three years' experience in teaching, and (2) that the normal school course be only six months, instead of a year, the shorter time appearing to us quite sufficient. These changes would put men with Normal and those with ordinary certificates on the same level in respect of aid, but the normally-trained man would have the immense advantage of being able to acquire his Normal certificate in six months, while the ordinary certificate would demand the experience of three years. Managers would also, of course, employ the former class if they were available. But at present few men, except those holding general certificates, can be got, and it seems only fair that if they fulfil the conditions required for ordinary certificates they should be put on a level with normally-trained men. It may even be not unreasonably maintained that three years' experience in teaching for well-educated men, together with such a study of method as will enable them to pass, and an Inspector's certificate of teaching-power, testifies to as high qualifications as a Normal certificate.

5. The new Code is intended specially to encourage female education, but the provisions intended to effect this end fail in respect of Native girls' schools for two reasons:—

(*a*) The half grant given to qualified schoolmistresses can be taken advantage of only in a few cases, owing to the very small number of this class of teachers. A Telugu-speaking mistress with a certificate is hardly to be got, while those speaking Tamil are still very few in most parts of Southern India. Male teachers, accordingly, must be employed in girls' schools; and the same rules apply to them as to those in boys' schools. In fact it may be said that the girls' schools are at a greater disadvantage, for it is only the less qualified teachers who are willing to serve in them. We would beg, therefore, that the privileges granted to mistresses in girls' schools be extended to masters in the same schools until a sufficient supply of competent schoolmistresses is available.

(*b*) The cessation of all grants on account of servants has borne very hardly on girls' schools. For it is necessary to employ in them a large number of matrons or conductors to look after the girls coming and going from school. In the present state of Hindu society, and while very young girls only attend school, these women cannot be dispensed with. The same backward state of female education that renders them necessary renders necessary also the special fostering of Native girls' schools. We think, therefore, that a grant ought to be given on account of servants of this class.

This letter will be communicated to the Inspectors of Schools, the Inspectress of girls' schools, and to the Principal of the Government Normal School, for early remarks.

H. B. GRIGG,
Director of Public Instruction.

Cross-examination of THE REV. W. STEVENSON.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 2 you say that "it would be found in many cases that schools are carried on by men who had resorted to teaching simply in default of obtaining all other means of livelihood." In answer 4, however, you admit that "the spread of education is creating a large class of men who look to teaching for a livelihood," and that these men could be made use of in extending primary education. There is an apparent conflict between these statements. Will you kindly explain how you wish to be understood?

A. 1.—I think it will be fully understood if you note what I have said with reference to the establishment of Normal schools.

Q. 2.—With reference to answer 2, may I ask you to explain how it is that while in the case of salary grant schools you plead for indulgence to uncertificated teachers, yet in the case of results grant schools, in which the grant is determined not according to the qualifications of the teacher directly but according to the results produced, you hold a Normal certificate to be an indispensable condition of efficient teaching?

A. 2.—I do not hold that every uncertificated teacher even in a result grant school should be compelled to produce a certificate. Exceptions may be made there just as in salary grant schools. At present, however, the uncertificated teachers in salary grant schools are the exception. In results grant schools they are the rule.

Q. 3.—With reference to answer 6, I find that only 1 in 7 of the boys and 1 in 80 of the girls have the benefit of elementary instruction in the Chingleput district. Is it your opinion that, in such a state of things, there is no necessity for Local Fund and Municipal Boards taking any direct action in the matter of primary education?

A. 3.—I think it is necessary that they should take direct action in encouraging primary education on an aided basis, but not in establishing schools of their own.

Q. 4.—With reference to answer 16, what has so far been shown in the Tanjore district seems to me to be not that there is no lack of wealthy men willing to contribute to the maintenance of educational institutions, but simply that there is no lack of intelligent and educated men willing to maintain themselves by means of educational institutions. Even as regards the Town school, during the whole period of its existence, there was little or nothing in the way of private liberality. Have you anything further to say in explanation of your answer?

A. 4.—No. I simply believe that, even if Government were to withdraw entirely from the direct work of education in Tanjore, it would be sufficiently maintained by the Natives themselves or by other independent bodies.

Q. 5.—In answer 16 you say, "I do not think there would be any great obstacle to Government entirely withdrawing from direct operations in that district." Do you wish it to be understood that, in your opinion, even the Provincial College at Kumbakonam may be safely transferred to the management of a local Native body. In the event of such transfer being made, how do you propose to solve the difficulty as regards the provision of funds, seeing that, out of a total expenditure, of Rs. 32,637, only Rs. 11,011, or about a third of the expenditure, was met by fees, and that no Grant-in-aid Code that has yet been devised gives a grant amounting to two-thirds of the expenditure?

A. 5.—I do. I do not think it is necessary for me to go into the details of that matter. Only I am sure that if Government should resolve to give up that college, the people of Tanjore would find the means of maintaining it.

Q. 6.—With reference to answer 20, in which you say that "a teacher who gives an hour or an hour-and-a-half to religious instruction must give four full hours besides to secular subjects or forfeit the right to any grant," are you aware that teachers in Government schools devote at least five hours a day to secular instruction. If so, what is the injustice of demanding four hours in the case of aided institutions?

A. 6.—I do not know that all teachers in Government schools do devote five hours a day to secular instruction, but I know that in some aided schools a Christian teacher devotes two hours or more to religious instruction and two or three hours besides to secular instruction.

Q. 7.—Should grants be given in proportion to the number of hours given to secular instruction, a fourth for one hour, a half for two hours, the secular instruction given might become a mere adjunct of minor importance as compared to other kinds of work in which the teacher might engage, and to which he might devote his best energies and attention. Is not that an evil to guard against?

A. 7.—Certainly.

Q. 8.—In answer 24 you say that Government could be trusted to apply a proper remedy to unhealthy competition if it were not itself a direct educator and therefore an interested party. Will you kindly specify the instances, some if not all, in which such unhealthy competition exists, and in which Government is disabled from applying a proper remedy by reason of the conflict between departmental interests and other interests?

A. 8.—I don't know that I can specify any instance. I say that I don't know how far there is unhealthy competition in the Presidency, but I express my decided conviction that so long as Government is a direct educator, it cannot be a thoroughly impartial and trusted judge.

Q. 9.—In answers 26 and 27 you seem to attach to the term "useful and practical information" a meaning somewhat different from that intended by those who framed those questions. Understanding by practical information such information as is likely to be of use in the various pursuits of life, kindly state whether the instruction imparted in secondary schools is calculated to achieve this end.

A. 9.—If we regard that the legitimate end of secondary schools is to convey information that is useful in practical life, I do not know that any better scheme can be substituted than the present. I have not thought much about the subject from that point of view.

Q. 10.—In answer 37 you urge, as one of the reasons for the withdrawal of Government from direct operations, that "considerable funds" would be set free. May I ask you to state approximately what amount would be thus set free?

A. 10.—I don't think I can venture to answer that question on the spur of the moment, but if I had a little time I could show that a considerable amount would be set free, which if applied to encourage aided education would call into operation a still larger sum.

Q. 11.—With reference to answer 42, in which you consider it to be a mistake that Government should open new girls' schools, may I ask you whether such action on the part of Government is not rendered absolutely necessary by the apathy of local bodies; and whether you do not think it desirable that Government should initiate the movement and conduct the work until such time at least as local bodies were willing to take the work into their own hands?

A. 11.—No, I do not think that Government should go on to establish girls' schools of its own. I do not find that where girls' schools are established they are taken as a model, but they are rather supposed to occupy the field so as to exclude others.

By Mr. Fowler.

Q. 1.—In answer 2 you say, "As yet only an imperfect and unsystematic beginning has been made." Would you kindly explain what in particular you refer to as *imperfect* and *unsystematic?*

A. 1.—I think I show it by showing how small a proportion of the population is being educated, and how inadequate the quality of the education is.

Q. 2.—But does not the result system apply generally?

A. 2.—Yes: but there is no system of establishing schools devised to overtake the mass of the people.

Q. 3.— In answer 4 you express the opinion that Local Fund Boards and Municipalities may make use of indigenous schools. Have you observed the following in the Report of the Director of Public Instruction? He is speaking of the increase of schools to 5,845 in 1880-81 against 2,414 in 1870-71, and says: "The increase, I need hardly state, is mainly confined to small village and verandah or pyal schools, either of long standing or of recent origin, which have gradually been brought under the influence of our educational system, and are now beginning in some measure to reap the reward of the perseverance of their teachers." Does not this show that the indigenous schools have been very largely made use of?

A. 3.—I did not imply that this was not being done, but that it might be done to a greater extent.

Q. 4.—In answer 12 you write, "There are few villages where a fairly qualified teacher need be afraid of opening a school on the results system." Does not this, if a fact, argue for the suitability of the system to the extension of education?

A. 4.—I think, certainly, that the result system is the proper one for aiding primary education.

Q. 5.—In your answer 14 you suggest a modification of the grant-in-aid rules to admit of larger aid being received for primary and specially for girls' schools. Are you here referring to the salary grant or to the result grant rules?

A. 5.—I had specially in view the salary grant system.

Q. 6.—In answer 15 you say, "I have known of some Taluk schools being closed when they were emptied by the competition of private schools." Do you refer to Trivellore?

A. 6.—I included Trivellore.

Q. 7.—A little lower down you say, "Aided institutions have not been encouraged." Is it a fact that the Free Church school at Trivellore received a considerable grant from Government, while the Government Taluk school existed?

A. 7.—It is quite true.

Q. 8.—Did the Director abstain from raising the standard of the Trivellore school to the level of the Free Church school?

A. 8.—The standard was not raised.

Q. 9.—Then the Government did actually aid a rival school to its own, and helped to enable the rival to beat its own out of the field?

A. 9.—It did. On this point I beg to add the following extract from the Report of the Director of Public Instruction for 1872-73:—

"It may be observed that the school of the Free Church of Scotland's Mission at Trivellore was established after the Government school, and that originally it was of a lower stamp; its standard has gradually advanced, and in the course of last year the Managers applied for increased grants with the avowed object of enabling it to prepare boys for the Matriculation examination. As the move contemplated was not approved, Government declined to sanction the increased grants applied for."

Q. 10.—Among the statistics on page 65, Rs. 5,857 is given as the total charge for the Female Boarding School. Does that include *instructional* charges only?

A. 10.—Yes. I think so. I am not sure, however.

Q. 11.—In answer 35 you write, "The names of all who pass the primary examinations are published in the Gazette." Are you aware that this applies only to the upper primary?

A. 11.—Yes, it is only the Upper Primary.

Q. 12.—In answer 24 you say, "In such a position Government would have an influence in shaping the whole education of the country, which it can never attain so long as it is itself an interested competitor."

But one main contention throughout your evidence is that Government already exercises too much control over aided schools. For instance, in your 35th answer you say, "The effect of the system" (of minute regulation and control) "is to bring all schools within one rigid and inelastic system, to reduce all education to one dead level, and so to check the development of natural character and ability." Are not these positions somewhat antagonistic?

A. 12.—Government should exercise an influence, but not interfere with details of school management and the like.

By the Rev. William Miller.

Q. 1—How many instances have you known in which Government schools were closed, as referred to in your answer to question 15?

A. 1.—I know of a case at Trivellore, and another at Ellore, and of various cases in which Taluq schools were done away, or the standard reduced when there was no aided school to take their place. These are the only instances that have come to my knowledge. I do not think there can be many, if any, others which I have not become acquainted with.

Q. 2.—You appear to be well acquainted with one of these cases—Is it so?

A. 2.—It is: with the case of Trivellore.

Q. 3.—Had the people in that case shown a distinct preference for the aided school?

A. 3.—A decided preference, as the aided school was gradually increasing and the Government school gradually declining.

Q. 4.—Was the superior popularity of the aided school due to laxity and irregularity in management?

A. 4.—Certainly not.

Q. 5.—Did you find that the Government school was readily closed when the people had thus shown their preference for the aided institution?

A. 5.—By no means. I represented the state of the case to Government in the year 1871, when I pointed out the main facts of the case: how the aided school was able to overtake the education of the place, and how this was in every respect a case in which the principles of the Despatch might be applied; but the Government school was not closed till 1875-76. When it was closed I applied for the use of the building, which was refused.

Q. 6.—Have you any reason to think that any considerable section of the people have repented of the preference shown by them to the aided school?

A. 6.—They have shown no sign of such repenting.

Q. 7.—Can you give any examples of the efficient institutions under Native management to which you refer in your answer to question 16?

A. 7.—Vizagapatam, Masulipatam, Nursapore, Bezwada, and many more.

Q. 8.—Is there anything special in the circumstances of the places where such institutions exist?

A. 8.—I believe that, generally speaking, in all such cases mission institutions previously existed.

Q. 9.—Can you inform the Commission whether such examples of self-help are to be found in places where Government has established schools of its own?

A. 9.—I am not aware of any such instances. It is not to be expected that where Government maintains an institution, rival institutions should be set up.

Q. 10.—Would you draw from these facts the inference that the free development of one class of aided schools has a tendency, whether from the force of example or the force of opposition, or partly perhaps from both, to propagate all kinds of independent education?

A. 10.—I do not think that the inference can possibly be avoided. The induction, so far as it has gone, is in my opinion complete. I believe that in Madura a rival institution was set up in opposition to the Zillah school when the latter had fallen into temporary disorder, but was given up when the Zillah school was again brought into a healthy condition.

Q. 11.—Have you any reason to think that there has been partiality in favour of Mission schools?

A. 11.—I have no reason to believe that there has been any partiality in favour of Mission schools.

On this point the following extract from the Report of the Inspector of Schools, Presidency Division, for 1875-76, is a sufficient illustration:—

"*Pacheappah's School, Conjeveram.*—The small percentage of fee collections to total charges in this school, 20·45, has already been noticed in paragraph 69. A comparison between it and the Free Church school at the same station can hardly be avoided.

The following are some of the figures:—

Institution.	Number of			For the official year 1875-76.			Percentage of fees to charges.	Annual cost of educating each Pupil.		
	Pupils.	Matriculation Class.	Passed in 3 years.	Fees.	Total charges.	Cost to Government.		Department.	Total.	To Government.
Pacheappah's School	188	10	14	1,019	4,987	2,321	20·45	Higher	131¼	65¼
								Middle	33¾	14¾
								Lower	15	6¼
Free Church Mission School	188	15	17	1,310	3,260	1,191	40·34	Higher	65¼	28¼
								Middle	29	7¼
								Lower	12¾	4¾

While, therefore, the out-turn of work as tested by the Matriculation examination of the University, has been greater in the Free Church than in Pacheappah's school, Government contributed in 1875-76 Rs. 2,321 to the latter, against Rs. 1,191 to the former. In the higher department of Pacheappah's school each pupil costs annually Rs. 131-8-0 on the whole, and Rs. 65-8-0 to Government, while in the Free Church school the total cost is Rs. 65-8-0 and that to Government Rs. 28-8-0; in other words, the total cost in the Free Church school is precisely the same as the cost to Government in Pacheappah's.

Q. 12.—You say in your answer to question 23, that the name of Government is sufficient to command the adherence of the people. Have you any

ground for judging that there is so strong a prejudice as this would indicate in favour of Government as against non-Government institutions?

A. 12.—I simply speak from the observation I have made on such matters in an experience extending over many years, and I think it would be corroborated by those engaged in aided education. I can quite understand that it should not be felt by gentlemen engaged in Government education, because it is only those who have to swim against the stream that can estimate the real force of the current. I should like to add that this prejudice varies in different localities, and in Madras it is not so strong as it was 15 or 18 years ago. One has remarked the liberalising effect which Madras has on those who came from the mofussil. Young men think it the right thing to enter at first the Government institutions, but find courage afterwards, if for any reason they choose to do so, to get transfers to an aided college. I have known even cases of scholarship-holders getting their scholarships transferred.

Q. 13.—But did this transfer of scholarship-holders arise from special attractions being held out to them in the Christian College?

A. 13.—I have never heard of such attractions being held out; and if there had been any such, I must have heard of them.

Q. 14.—You say that missionary bodies feel themselves handicapped and discouraged:—Is this the real reason why missionaries advocate the withdrawal of Government from direct education?

A. 14.—I can't profess to be able to expound the motives of Missionaries generally, but, in so far as I know, Missionaries want nothing but a fair field and no favour.

Q. 15.—But is it not a fact that Missionary schools would benefit by the withdrawal of Government?

A. 15.—That is a very doubtful question. In some they might, but probably in more numerous cases they would be the losers. I have heard Missionaries say that they would rather compete with a Government than a Native institution. In other cases I do not see how the Mission institution could benefit by the withdrawal, *e.g.*, the Christian College, the class rooms of which are overflowing and candidates turned away.

Q. 16.—Why then do Missionaries advocate the withdrawal of Government?

A. 16.—I am not sure that all Missionaries do so; but, in so far as they do, I believe it is because they think it would be for the benefit of the locality as a whole, and would enable Government to take a perfectly impartial and neutral position.

Q. 17.—I have heard it said that the late Director's policy was not adverse to aided education generally, but only to one class of it, *viz.*, Mission schools: What do you think on this point?

A. 17.—I do not think that this charge can be brought against the late Director. I think that he was on principle in favour of direct Government education as against *all* independent agencies. In support of this I submit an official paper showing the action which Colonel Macdonald proposed to take at Rajahmundry, where there is no Mission education.

From H. B. GRIGG, Esq., M.A., *Director of Public Instruction, to the Chief Secretary to Government,—dated Ootacamund, 12th June 1882, No. 55-N.*

In March 1879 my predecessor proposed the amalgamation of certain schools—Government and aided—in Rajahmundry into one large Government middle and primary school, and suggested the erection of a building for the new school. In their Order, No. 160, dated 3rd May 1879, on this letter, the Government demurred to approving a measure which involved the abolition of certain aided schools in favour of a Government school, and called for a report on the general question raised. To this reference Colonel Macdonald replied in letter No. 2213, dated 28th May 1879, on which no orders have as yet been passed, but in a memorandum dated 4th August 1879, No. 1538, they required an estimate and plan of the proposed building and a report as to the funds available. Plans and estimates were accordingly submitted to Government with the Director's letter dated 20th April 1880, No. 1668. The estimates, which Colonel Macdonald seems to have approved, amounted approximately to Rs. 30,000 including supervision, &c. After some further correspondence, by Government Order dated 12th June 1880, No. 213, the papers and plans were forwarded to the Director of Public Instruction in view of an accurate estimate being obtained. These plans and estimates were sent to me for remarks, which I submitted in my letter No. 1752, dated 25th April 1881, in which I stated that I considered the provision insufficient, but deferred making any final recommendation until I had visited Rajahmundry. This I hoped to have done before the close of the year; but other duties have hitherto interfered with my proposed tour in the Northern Circars.

2. It will be observed that the scheme has not as yet been sanctioned by Government, and I now beg to suggest that it be abandoned, for the following reasons:—

(*a*) A building of suitable dimensions and character can hardly be erected for a sum much below forty thousand rupees, whilst, now that the estimate for the Chittoor High School building has been sanctioned, the present liabilities of the Building Fund approximately equal the assets. On the other hand, I feel sure the Government would never approve the expenditure of so large a sum from Provincial Revenues, especially when it is considered that the people of the town, who are already favoured with a Government college and high school, will contribute comparatively nothing towards the outlay.

(*b*) The improbability of the school, when established, being able to hold its own against the competition of private schools. Already the upper fourth class of the Government college, which numbered some sixty-four boys in 1879, had dwindled down to thirty-five at the end of the last session, thus requiring the services of one teacher to be dispensed with. The future prospects of the class, which represented not one-third of the aggregate strength of the upper fourth classes in the town, was so uncertain that, after consulting the Principal, I have resolved to discontinue the class, thus effecting a gross saving to Provincial Funds of Rs. 100 monthly, and to throw all education, excepting that for Muhammadans, on private aided agency. I anticipate that the result will be improvement of the middle schools of the town, which, Mr. Metcalf informs me, possess adequate teaching power, but, with one exception, do not thrive, partly in consequence of the indifference of those most concerned.

(*c*) Lastly, I consider, in an important town like Rajahmundry, where the desire for

education is strong, that the Municipal authorities and the citizens generally should be impelled to provide the middle and primary education for the young people of the town.

By THE REV. DR. JEAN.

Q. 1.—You say in your 2nd answer that you "cannot regard even the gaining of a comparatively large grant as indisputable evidence of the efficiency of a school;" and the reason why that is "your impression is that grants are sometimes won too easily." Please, do you mean that the standard of instruction in primary schools is not high enough. Or, is your meaning that examiners do not always examine up to the standard, or that they show some partiality towards some schools?

A. 1.—I do not say that there is any partiality; but I think that sometimes the examiners do not examine quite up to the standard laid down.

Q. 2.—Do you think that if a school were conducted by teachers of defective qualifications, the results of the examinations would not give sufficient evidence of the inefficiency of such school?

A. 2.—Not always.

Q. 3.—Under the same answer 2 you say that "it seems to you that only in connection with local self-government will it be possible to develop a system which may in course of time overtake the education of the mass of the people." May I ask you, as local self-government will fall into the hands of a few influential and high caste men, considering how caste prejudices are still alive in this country, is it not to be dreaded that such men will chiefly care for the education of the children of high caste, and will care but little about the education of others?

A. 3.—I think that Government would exercise a sufficient check to prevent that.

Q. 4.—Will self-government be a reality if the supreme Government has to interfere?

A. 4.—Even the local self-government must be under the control of the Supreme Government.

Q. 5.—Considering that the number of teachers required to conduct the work of primary education in this country amounts to many thousands, is it not to be feared that, if the rule suggested by you, "that after due time no teacher should receive a grant who is not duly qualified," be strictly applied, many schools will be left without teachers?

A. 5.—Everything in this case must be done gradually.

Q. 6.—Under answer 3 you say "that you do not think that any class in this Presidency would now venture to throw any obstacle in the way of the extension of education to any other." You are then unaware of what still happens in some places? I quote the words which another witness, Mr. Cecil M. Barrow, will read before this Commission: "The influential classes are gradually taking broader views and ceasing to feel jealous of others having the same educational advantages as themselves; but this does not apply to the wretc hed cherumars who are ground down and treated with the utmost contempt. Were a cherumar to be seen with a book in his hand, it would probably be seized and torn away by some passer by. This has actually occurred," &c.

A. 6.—There may be such cases of which I am not aware. I speak only in general.

Q. 7.—As regards the taking of fees in primary schools (*A. 13*), would you object to the question whether fees ought to be taken or not, in the case of poor girls' schools, being left to be decided by the Manager of such schools?

A. 7.—Oh certainly not; I think that a discretion must be left to the Manager, especially in such cases?

Q. 8.—(*A. 15, para.* 3.) Do you really think that there is generally more rivalry between a Government school and an aided school existing in the same place, than between two aided schools existing in the same place?

A. 8.—No.

Q. 9.—Under answer 19, if male teachers in girls' schools were given higher grants than male teachers in boys' schools, would not the latter be tempted to give up their work in boys' schools, and is this desirable?

A. 9.—I do not think they would be tempted, because the teachers in girls' schools receive, as a rule, lower salaries than the teachers in boys' schools; not the teachers, but the Managers receive the benefit of the grant.

Q. 10.—*A. 20.*) Is your meaning that a teacher who devotes, say, 3 hours to secular teaching, and 1 hour to religious teaching, should be treated by Government as a teacher who devotes 4 hours to secular teaching?

A. 10.—No. He should simply receive a grant in proportion to the time which he devotes to secular instruction?

Q. 11.—With reference to answer 23, do you think that if a Government and an aided school exist in the same place, and the fees exacted in the former are notably higher than the fees exacted in the latter, that difference of fees will not secure a good supply of pupils to the aided school, and, besides, that it works well?

A. 11.—I believe it would have a considerable influence in that direction.

Q. 12.—If so, what prevents it from being influential and stable, even though in competition with a Government *school?*

A. 12.—Under such conditions it might be possible.

Q. 13.—In your answer 24 you say that "one of the best reasons for Government giving up its direct operations is that it would thereby be placed in an impartial position from which it could regulate all other operations;" and again in your answer 36 you say that "so long as it is a rival to other educational agencies, it cannot be an impartial judge over them, and until it is in an entirely neutral and impartial position, it cannot command the confidence of independent bodies." Would you kindly tell me why Government, though having its own institutions, should find it more difficult to be an impartial judge over other institutions, than a judge who has his own children finds it difficult to be an impartial judge over the children of other men?

A. 13.—The two points I emphasize are 1st that Government cannot be an impartial judge between its own and independent institutions; and 2nd that it will not be accepted as an impartial judge by independent bodies until it ceases to be a direct educator.

Q. 14.—(*A. 31.*) Would you not exempt from undergoing a training in a Normal school old

masters who, in the opinion of their employers, confirmed by the good results of their teaching, do their work better than ordinary trained teachers?

A. 14.—I think that, under certain conditions, such teachers may be exempted.

Q. 15.—And what is your opinion, please, about European masters of long experience and incontestable abilities, but who are not provided with a certificate?

A. 15.—I do not think that a general rule can be laid down. Each case must be judged on its own merits.

Q. 16.—(*A.* 35 (*2*).) Please, why do you say that the U. C. S. examinations areo conducted by outside examiners? Are not many of the examiners men employed in teaching?

A. 16.—They may be. But they are not appointed because they are employed in teaching; and they examin all other schools besides their own.

Q. 17.—May I understand that you would advocate the abolition of the Middle School examination?

A. 17.—I do not advocate the abolition, but I would advocate its maintenance, in so far as the Middle school examination gives an entrance to public situations, and I would have it conducted by public examiners.

Q. 18.—(*A. 5.*) Suppose that each school has its own books, and a master in one of those schools is an examiner, will he not be inclined to prepare his questions from the book used in his own school, and will not the inconvenience you speak of be felt still more?

A. 18.—I would make this change only in connection with other changes which would obviate that objection.

Q. 19.—In your answer 37 you say of Pacheappa's College: "I have very good authority for stating that the College Department of Pacheappah's Institution would have been developed sooner and further than it is, had it not been that it would thereby appear to be a rival and possible substitute for the Presideney College." Have you read a very recent and important document, in which the President of the Trustees' Board, Mr. P. Somasoondrum Chettiar, speaks of the Presidency College as "a revered institution with which Pacheappah's College cannot possibly compete—must disclaim even the appearance of entering into competition;" and adds that "the destruction or even the mutilation of this great model college would result in the ruin of all education?"

A. 19.—I have read that in the last newspapers.

Q. 20.—In your answer 37 you say that the people think that "spontaneous activity on their part" to start educational establishments would be the reverse of agreeable to Government authority. Is it not truer to say that any step on the part of Government to compel Natives to provide for such establishments would be the reverse of agreeable to the Native community?

A. 20.—It might be in some cases, as sometimes it is disagreeable to people to have to do their duty.

Q. 21.—*a.* 38. You say that "some of the aided Institutions are but adventure schools of yesterday." What reasons have we not to apprehend that such adventure schools will still increase in number if the educational field be deserted by Government and left open to alladventurers.

A. 21.—Yes, I think that such adventure schools would grow in number.

Q. 22.—In reference to the 2nd paragraph, do you think that Native Committees will be able to command a staff that may compare with the present staff of the Presidency College?

A. 22.—If Government should decide to hand over the Presidency College, it could do so only under such conditions as would insure the keeping up of such a competent staff.

Q. 23.—(*A. 16.*) Again, with reference to your words in the same answer: "The total exclusion of religion from Government institutions has produced the impression, not only upon the pupils but the community generally, that their natural influence is one hostile to religion."

(*a*) By "community generally," do you mean the Hindoo community?

(*b*) When you say: "has produced the impression not only on the pupils," do you comprise even Government pupils?

A. 23.—To (*a*)—I do.
To (*b*)—I do.

Q. 24.—Have not Government masters full liberty to speak of God, of man's obligations, &c.?

A. 24.—I believe that they have.

Q. 25.—In your answer to question 48 you say that you are strongly of opinion that Undergraduates should be encouraged to go to the great centres instruction, &c. With reference to this, would you kindly tell me—

(*a*) Whether you think that the number of pupils who study in Madras in the Collegiate classes is not sufficient, as it stands at present either to give work to their masters, or to, fill the Collegiate classes?

A. 25 (*a*).—I believe that, if the number of students were to increase in Madras, the colleges would simply have to be so organised as that provision should be made for their proper instruction. I think it desirable that indian colleges should be assimilated to the great Scotch and English Universities.

(*b*) Whether your system, if carried out, would not starve the other Collegiate institutions which exist in the Presidency?

(*b*) I do not think it would; but in some cases I think it desirable that it should.

(*c*) Whether attracting pupils from the country to Madras would prove beneficial to country pupils as regards morality and simplicity of manners?

(*c*) I think it would be desirable that measures should be encourged to avert dangers of this kind.

Q. 26.—Is not what you say in your answer 64 tantamount to abolishing all Government institutions of the higher order?

A. 26.—I do not think my answer implies so.

Q. 27.—With reference to your statement in your answer 66, may I ask you whether Native Managers of colleges would not as a rule aim chiefly, not to say only, at having many passed candidates in the examinations; and consequently whether they would not be less anxious to procure good educationists than good crammers, the more so as the latter are cheaper?

A. 27.—I think they would find it necessary to appoint good educationists.

Q. 28.—Referring to the last words of your answer to question 68, "In the last resort, a conscience-clause would be a sufficient protection," please, what do you mean by that conscience-clause? Should not masters abstain, besides, in their teaching from any attack, direct or indirect, against the faith of those pupils in favour of whom the conscience-clause would have been passed? Is this to be expected?

A. 28.—I mean by a conscience-clause a clause which would make it the duty of Managers to exempt from religious instruction any student who objected to receive it. I think they should, and I think it is not beyond expectation?

Q. 29.—In your answer to the supplementary question, you quote this extract from the Despatch of 1854: "Her Majesty's Government look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed," &c. You seem to read as if the author of the Despatch had meant "ALL those of the higher order," please, do you think that this manner of reading is the only one which the text or the context allows of?

A. 29.—I think that the process of giving up Government institutions as they were found to be unnecessary was meant to go on until all were given up.

Q. 30.—In reference to one of your answers to Mr. Miller, in which you have stated that in such places as Vizagapatam, Masulipatam, where there are now Hindoo institutions, Mission institutions previously existed, please, was not the unwillingness of Natives to send their children to Mission institutions, the reason why they started schools of their own?

A. 30.—I do not know the particulars in each case.

Q. 31.—Are you not aware of any case in which that unwillingness had that effect?

A. 31.—I do not know myself of such cases.

By THE PRESIDENT.

Q. 1.—With reference to answer 4 in your evidence, are we to understand that the supply of education under the present system increases at so inadequate a rate, as compared with the demand, that the want has to be supplied by *pial* or verandah schools of an inferior class, and a class, in fact, corresponding to the old hedge-schools in England?

A. 1.—That is distinctly my opinion.

Q. 2.—With reference to your answer 3 to Mr. Fowler, do you think that the efforts of the Department with regard to such *pial* schools bear any practical proportion to the scale on which such efforts, if on a grant-in-aid basis, are demanded by the circumstances of the case?

A. 2.—I think that much more extended efforts are required in this direction if there is to be any practical attempt to educate the mass of the people in this Presidency.

Q. 3.—With reference to the long answer 35 in your evidence, may we take it that the gist of your charge against the Education Department is that it insists on too great a rigidity, that it imposes a needless and to you a costly system of duplicate returns, and in general that it tends to discourage private effort by an artificial uniformity prescribed in the interest of its own Government schools?

A. 3.—That is exactly what I mean.

Q. 4.—How many girls have you in your female schools?

A. 4.—We have seventeen girls' schools, with about 1,600 girls?

Q. 5.—Do you wish us to understand that your girls' schools were for long the only great agency of female education in Madras; that as such they served as models for similar efforts; and that your complaint is that the Department, having tardily entered the field, now prescribes a model of female education of its own, and thereby hampers your work?

A. 5.—I do. The Free Church Mission girls' schools are the oldest, longest, and most advanced in this Presidency. The model which the Government has now laid down is a purely theoretical one, as I am not aware that it has any girls' schools which come up to its own model. The Government is attempting to prescribe a theory, not a model.

Q. 6.—If Government were to allot a large sum to female aided schools, would this additional grant be used to diminish the proportion of the expense now borne by the Managers, or to extend female education?

A. 6.—I believe it would certainly be used to extend female education.

Q. 7.—Are we clearly to understand that such additional grant would be strictly applied to the extension of female education in your own case, and not to decrease the cost to the Managers?

A. 7.—Certainly it would be entirely used to extend our operations or to improve the education given. For years I have been urging our Committee at home to give us increased funds, in order that we might occupy a little more of this daily enlarging field.

Q. 8.—Do you advocate an Education Act?

A. 8.—I do. I think that nothing less than legislation by the highest authority will ever be able to secure the carrying out of the Despatch of 1854 and of the Resolution appointing this Commission.

Q. 9.—If the Government were to give an increased grant for education, would you advocate any legislative enactment with regard to the application of that grant?

A. 9.—I certainly think such an enactment necessary. I do not believe the proper application of the money would be secured if it were left to the Education Department.

By MR. FOWLER (*through* THE PRESIDENT).

Q. 1.—With reference to your statement that an application was made to Government for the building at Trivellore, are you aware that the said building was erected by the subscriptions of the people aided by a Government grant, on land given by one of the subscribers, on the condition that it should revert to the owner in the event of the Government school being closed? So that the handing over of the school building to the Free Church Mission was simply impossible?

A. 1.—I was aware that public subscriptions were given for the erection of a Government school; and that was the ground alleged for the refusal.

By MR. P. RANGANADA MUDALIYAR (*through* THE CHAIRMAN).

Q. 1.—With reference to answer 71, in which you quote from an order of the Madras Government to the effect that "it is as much the true, as it is the admitted, policy of Government since the Despatch of 1854 to reduce gradually the expenditure on Government institutions, where there is a private, local, or Municipal school doing equally good work and capable of continuing it," may I ask you to state whether the Department has shown any disinclination to reduce expenditure on its own institutions in the way indicated in the Government order referred to above?

A. 1.—I only know the fact that it has increased expenditure on Government institutions.

Q. 2.—Will you kindly mention one or two instances in which Colonel Macdonald failed to take advantage of "local management under Government inspection and assisted by grants-in-aid?"

A. 2.—In the case of Rajamundry he wished to set aside aided schools in favour of a Government school.

Q. 3.—Are you aware that the increase of expenditure on Government institutions was mainly due to the professors and Principals of Government colleges having been made graded officers, and to the establishment of schools for Muhammadans and for girls?

A. 3.—I do not profess to know the details of increased expenditure on Government institutions.

Q. 4.—Did Colonel Macdonald stand alone in India in elaborating a scheme of gradation for the higher Officers of the Educational Department? And are you sure that he elaborated a scheme of gradation for the lower Officers?

A. 4.—In answer to the first part, I do not know. With reference to the other, I cannot say how low his scheme of gradation went.

Q. 5.—In answer to a question put by the President, I understood you to say that the Free Church Mission schools for caste girls were models worthy of imitation. Can a school for girls managed by Missionary bodies be a fit model for Hindus to imitate?

A. 5.—I did not say they were models worthy of imitation, but that, as a matter of fact, they were practical models, as being the first in the field.

By MR. MILLER (*through* THE CHAIRMAN).

Q. 1.—Both in your evidence and your cross-examination you have spoken a good deal of the withdrawal of Government from direct management of schools and colleges; may I ask whether this process should, in your opinion, be set about at once and carried on very rapidly?

A. 1.—I think that it ought to be set about at once, but that it ought to be carried out wisely and cautiously.

Evidence of THE REV. A. TARBÉS, *Superior, St. Joseph's Institution, Cuddalore.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been, since coming to India, three years Professor in the Native College at Pondicherry and after that eight years Professor in the Government College at Pondicherry, and from the middle of the year 1875 I am Superior of St. Joseph's Institution, Cuddalore, South Arcot District.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—I don't believe that primary education has been placed on a sound basis as it is; but it might be improved by granting pecuniary help to teachers or Managers of schools.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—All classes who hope to find some advantages in educating their children resort to it in towns, large or small. But in villages the people are not much inclined to give instruction to their children, because they require the services of their children as soon as they are six or seven years old; they do not comprehend the advantages of education.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—The education given in villages does not extend to more than the rudiments of reading and writing and very little reckoning. The teachers receive as fees from 1 anna to 2 annas per mensem, and as the boys are generally few, it is very scarce if they secure more than Rs. 3 monthly for their salary. In such schools there is very little discipline if any.

Very few teachers have passed any examinations, and they become teachers very often because they can't do anything else. Many Normal schools have been established by Government for training teachers, but the number of these teachers is not yet very large compared to the number of villages. Besides this, many passed candidates are unwilling

to go to villages where they might be appointed. The best plan, in my opinion, would be to have Normal schools to which one or two boys of each village might be sent to get the necessary certificates at the expense of the Government, on the condition that they might return to their own villages as teachers after passing the special Upper Primary examination. To render his services efficient this man ought to receive a grant-in-aid and kept under inspection. The masters will readily accept the State aid and will conform to the rules given to them.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—There is almost no home instruction, as far as I know, in this country, the people being too poor to provide for private tuition.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—In my opinion the Government cannot depend on private efforts as a general rule. The private agencies will only consist of Missionary bodies in rural districts.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies.

Ans. 7.—I don't believe that funds assigned for primary education in rural districts may be advantageously administered except by special trustworthy Inspectors. The District Committees and Local Boards will not take the trouble of looking after them unless they find some personal interest in the management of the funds.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—The Municipal Funds should be charged with the expenses of elementary education only. In case that the Municipality is unwilling to give funds, the Collector of the district should be entrusted with the duty of passing orders on the subject.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—For providing teachers in primary schools nothing seems better than Normal schools and a regular fixed salary, which may be increased according to the work turned out by the teacher, and which work may be stated at the annual examinations. Nothing else can improve the social status of village schoolmasters.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—The subjects of instruction which would be more acceptable to the agricultural community at large would be writing, reading, and reckoning according to the customs of the country. Besides this a little Geography, Hygiene, and Agriculture in vernacular might be introduced as reading Standard books.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by result is suitable when mixed with the salary system.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—Generally in villages where there is a private school, the teachers are paid in kind, receiving for their fees a cloth or grain, &c. To demand from villagers a regular fee for their children attending the school, will be very difficult. But in towns or important villages a regular fee may be exacted from the parents. Only for girls' schools no fees ought to be asked for a few years until the prejudice against female education might be overcome.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—(Answered in No. 4.)

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

Ans. 19.—In my opinion a teacher who has been teaching five years in the same school should receive a higher grant than a new one, *e.g.*, from the beginning a teacher might receive one-fourth of his salary as grant-in-aid; after five years one-third; and after ten years one-half. In this way the schools would be rendered more efficient, and it would be possible to Managers of schools to reward talent and diligence.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The class which principally avail themselves of Government or aided schools for the education of their children are Brahmins of every station, rich Sudras (Christians), and a few others (Pariahs and Muhammadans). These classes pay sufficiently for education considering the amount of money they can spend monthly. If the amount given by Government were withdrawn, the salaries of teachers ought to be reduced. As a general rule the rate of fees may be considered adequate.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives have to wait four or five years to get not only a remunerative employment but any employment. They have to work as volunteers in the Government office for many years before they get a Government permanent post.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—Secondary schools are imparting a kind of instruction useful and practicable even for those who do not pursue their studies further: provided some abridgment of the History of the whole world be introduced in different classes.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I think that the Entrance examination is quite necessary; and as every body looks for Government employment, they do not care much for the sciences which might improve their situation as regards the requirements of ordinary life.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—If we compare the number of employments which are available in this Presidency, about 1,000 candidates passing the Matriculation examination is not too much to fill up the vacancies which occur annually in the ranks of Government servants.

Ques. 29.—What system prevails in your province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—The scholarships are generally granted in Government schools. I never obtained a single one for my school. Generally these scholarships are granted to boys who show their abilities in Taluq schools, and they are obliged *de facto* to prosecute their studies in Government institutions.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—No voluntary agency is to be found among Natives who are not rich enough to spend their time in the inspection of schools. But a great many European Missionaries might do this work at their leisure time, or while passing through the villages during their tour. More than 100 of them live among the Native people in villages, and they would probably undertake the work of inspection for vernacular schools provided a monthly travelling allowance be given them. Now, being Missionaries it may be objected that they would take advantage of their situation for preaching in schools their own religion. I dare say that Roman Catholic Missionaries will undertake this work of inspection with a promise of never speaking of religious matters during their inspection. Vernacular schools inspected by Europeans in the South of India would certainly make great progress, because they would be always under the ocular inspection of these Europeans living among them. This is the only way, in my opinion, to secure voluntary agency.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—In general the books prescribed for the classes are a little too high in standard for Native boys. For example, the book in use in the III class would suit the IV Lower class, and that of the IV Lower would do well for the IV Upper, and so on. Native boys are not acquainted at present with a sufficient knowledge of English so that they may understand by themselves the text-books. So explanations must be given to them in Tamil. A great deal of time is lost in this kind of translation. And too many new expressions and unknown words being to be learned, they are soon forgotten. And so the text-books are not so profitable to them. Simple stories apt to be retained easily by Native boys should be introduced. In the Matriculation class the poetical pieces given to the boys are too difficult, and a good deal of knowledge is necessary to explain them, so that much time is lost in learning by heart all these explanations.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—In the event of Government withdrawing to a large extent from the management of schools and colleges, I do not apprehend that the standard of instruction would deteriorate provided the University examinations be maintained in the same standard as they are now.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—The boys have a great many Native games of running, leaping, &c., to which they are much inclined. Besides this we have opened two Badminton Courts, which are much patronised. I had an intention of having a gymnasium established in my school, but seeing that the boys had a great reluctance to use it, I gave up the idea.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—The best method for providing teachers for girls, is to secure the services of unmarried women. As long as the girl schools are taugnt by male teachers, a great many parents will not think of sending their female children to such schools.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—The chief defect that experience has brought to light in the educational system as it has been hitherto is, that private institutions do not receive a sufficient help to improve their staff and their establishments.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—The system of pupil teaching or by monitors seems to me impracticable, except in the lower primary classes.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—The rate of fees in every class in colleges and schools should be the same for every pupil. It would be impracticable to make a difference between boys in the same school.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—The demand for high education in my province has not reached such a stage as to make the profession of teaching a profitable one.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—The system of assigning grants according to the results of periodical examinations should be applied only to primary schools. So many conditions are required to secure an average good salary to a teacher by this way, that we cannot make the salary of a teacher dependent on a fortuitous result.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—The proportion of the gross expense which should be contributed by the Government should amount, under ordinary circumstances, in cases of schools and colleges of old grade to at least one-third. The Middle School department might be made self-supporting if undergraduates are employed as teachers. But the other classes higher than these will cost so much that the fees of the boys will be always a very small portion of the salary paid to the teachers.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—The maximum number of pupils that can be taught efficiently by a teacher in Middle and High schools is between 35 and 40.

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—In my opinion fees in colleges and schools should be made payable monthly.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—It is not desirable that promotion from class to class should depend on the result of public examinations extending over the entire province. To keep up the schools at the same standard we have already the Middle School, Matriculation, and other University examinations. It is preferable that such promotions be left to the school authorities, because they know better the fitness of the boys for the different classes.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—Some arrangements between schools in my province to prevent boys to run from one school to another, have been made by the Director of Public Instruction. I have tried them *bonâ fide*, but except when some European gentleman was in charge of the Government school, I did not find them practicable, because, though accepting in principle the arrangements, the Native head masters found always some good reason in each particular case not to adhere to the arrangements.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—European professors are not likely to be employed in colleges and schools under Native management, because they are too costly.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—Since the Government thinks proper to have an exceptional treatment in the matter of English education for Muhammadans, I think that the Christians might enjoy similar privileges and scholarships. The Christians who try to secure a high education are generally poor and belong to the class of petty *employés*, and having sided with Europeans in religion they find little sympathy and no help from the wealthy Natives in general. The fees for them, therefore, ought to be reduced, and some scholarships granted in every Christian school by Government

Ques. 69.—Can schools and colleges under native management compete successfully with corresponding institutions under European management?

Ans. 69.—Schools and colleges under Native management compete successfully, as a matter of fact, with corresponding institutions under European management, but they must secure a good staff of teachers.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—The conditions on which grants-in-aid are given in my province are very onerous and complicated. I should think that financial accounts given once a year would be quite sufficient.

Cross-examination of THE REV. A. TARBÉS.

By MR. P. RUNGANADA MUDALIYAR.

Q. 1.—With reference to answer 2, may I ask you to explain whether you think that primary education has not been placed on a sound basis, because pecuniary help is not given to teachers and Managers of schools; or do you simply hold that the pecuniary help given is not adequate?

A. 1.—I think that the people who receive grants receive enough, but many do not receive any grant at all. According to the Report of the Collector of South Arcot for 1880-81, 427 schools were withdrawn from inspection during that year.

Q. 2.—In answer 25, what is the standard of education you employ?

A. 2.—I talk of Matriculates.

Q. 3.—Do graduates or undergraduates find any difficulty in securing employment? Have they really to wait for four or five years without employment?

A. 3.—At least I have heard many people say so.

Q. 4.—Are not stipendiary scholarships open to all institutions, Government and aided?

A. 4.—Yes, they are.

By Mr. Fowler.

Q. 1.—With reference to your first answer to Mr. Runganada Mudaliyar, are you aware of the grounds of these withdrawals?

A. 1.—The grounds are not stated.

Q. 2.—(*A. 7.*) Then your opinion of Honorary Local management is that it is not much to be relied on?

A. 2.—Not much.

Q. 3.—(*As. 9* and *12.*) Is it to be inferred that you consider the combined system is the best suited for assisting primary education?

A. 3.—I think so.

Q. 4.—(*A. 27.*) "Every body looks for Government employment." Do you think the present scheme of instruction tends to increase this tendency?

A. 4.—I state the fact, but do not know the reasons.

Q. 5. (*A.* 33.) You mention that "more than 100 European Missionaries live among the people." What extent of country do you include?

A. 5.—The Madras Presidency.

By the Rev. William Miller.

Q. 1. (*A. 21.*) Is there a misprint in the 21st answer of your evidence? Do you mean rich Sudras *and Christians?*

A. 1.—Yes, that is what I mean.

Q. 2.—With reference to answer 29, what is the system of scholarships you refer to?

A. 2.—I understand that pupils from middle schools who do well at a comparative examination are sent on to high schools with scholarships.

Q. 3.—Are you aware whether these scholarships are stipendiary or free scholarships?

A. 3.—I cannot make the distinction, for the people themselves make none.

By the Rev. Dr. Jean.

Q. 1.—Referring to your answer to question 19, please state what sort of grant do you receive in your institutions at Cuddalore, and what does it amount to?

A. 1.—We receive a salary grant, Rs. 77 annas 10 per mensem.

Q. 2.—In your answer in 29 you speak about scholarships. Please, do you know of any Catholic pupil having ever got a scholarship?

A. 2.—I do not know of any one.

Q. 3.—Do you know of any Roman Catholic pupil having headed the list in the Matriculation and F. A. examinations?

A. 3.—One student from Negapatam headed the F. A. list in 1880.

Q. 4.—If a student heading the list gets no scholarship, while a scholarship is awarded to one who is inferior to him in rank, does this not show that there is something strange in the way in which scholarships are awarded?

A. 4.—It must be so.

Q. 5.—Are not your boarders in your institution in a condition that assimilates them more or less to scholarship holders?

A. 5.—They pay only a portion of their maintenance; the rest is borne by charitable persons.

Q. 6.—How many boarders have you?

A. 6.—At present 42.

Q. 7.—In your answer 57 you say that the Middle School department might be made self-supporting if undergraduates were employed as teachers. Please, why do you mention the undergraduates?

A. 7.—I mention the undergraduates because we do not obtain a sufficient grant under the present rule to pay other teachers.

By the President.

Q. 1.—With reference to answer 2 in your evidence, are we to understand that you think a large extension of primary education is necessary: and that this extension should be made on the basis of grants-in-aid?

A. 1.—I think such an extension very necessary, and that it should be made on the basis of grants-in-aid. But I think a difference should be made in favour of teachers who have passed an examination.

Q. 2.—With reference to answer 38 in your evidence, are we to understand that the withdrawal of Government from direct management should be gradual?

A. 2.—Certainly. It should be gradual, and according to the circumstances of each particular district.

Evidence of the Rev. N. Rondy, *Catholic Priest, Coimbatore.*

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Up to this time educated Natives have done very little towards the education of the agricultural and poor classes in rural districts, for the profession of village schoolmaster is not yet remunerative enough to stimulate the zeal of such educated Natives, who seek but for Government employment, as affording more pecuniary help. So it is to be feared that private effort aided, *á fortiori,* unaided will do little towards the spread of education amongst the poor classes in rural districts. It is then the duty of Government to make such profession more substantial. Then only educated men will come forward.

Except Missionary agencies there are no indigenous agencies which work for education amongst the rural classes.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social

status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—Though Normal schools prove valuable for providing teachers in primary schools, however, such teachers, when sent out in the villages wherein they have no acquaintance, and are not known to the villagers, can do but little towards the spread of education. Sometimes prejudices of caste prevent the people to send their children to such teachers. In all cases their influence is well. So Government should favour those men who, though untrained, come forward to open schools in their own villages. They are known to the people, their influence is greater. They are the proper men to get in children.

Besides the grants assigned according to the results of periodical examinations, a bonus or gratuity should be granted to such men who would have passed, *viz.*, 15 or 20 years in teaching, provided they comply with the rules under which such grants are given, andsatisfy the Inspectors. In all cases their schools should be eligible for examination, and no obstacle should be thrown in their way.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—The subjects to be introduced into primary schools should be strictly limited to the vernacular reading and writing. Arithmetic should be entirely taught in the vernacular, including Indian money, time, district weights and measures. English money, weights, or measures are quite useless for the agricultural and poor classes. General notions of sanitation and hygiene would prove somewhat useful.

To make such subjects efficient the schoolmaster should teach them in a practical way, so a manual for school management and teaching would prove valuable and is greatly wanted.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular recognised and taught in schools is spoken by all the people, except in household affairs, where each class keeps its own peculiar dialect. So it cannot be said that schools are less popular or useful on that account.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results proves very suitable for the promotion of education amongst the villagers, provided the standards be not too high, and the examination be conducted in a proper and uniform manner. This system has the advantage to keep alive the zeal of the masters and of the boys themselves.

The greatest inconvenience of this system is that the success of examination depends in several instances more on the examiners than on the boys or the masters themselves. Each examiner has his own method, and as the Inspectors and Deputy Inspectors are often transferred from one place to another, it is very difficult to prepare the boys in such a manner so as to please the examiners.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—The Managers of primary school should not be interfered with as to the taking o fees in the rural districts.

Often the village schoolmasters are paid not i money but in kind. The ryots prefer giving grain and a school should not be deprived of the benefi of examination on account of regular fees. For does a Manager require fees, few boys will attend and the school will never be permanent nor on footing as to become under the conditions of eligibility for examination. When a village school master is so partly fed by the people, he wil undertake the trouble of a school if he has an hope to obtain some pecuniary helps by the wa of examination.

Ques. 14.—Will you favour the Commissio with your views, first, as to how the number o primary schools can be increased, and, secondly how they can be gradually rendered more efficient

Ans. 14.—As to how the number of primar schools can be increased, I would suggest tha there should be a District Committee especially i charge of primary education, and that one or tw members of the agencies already engaged in th education of the masses should be appointed t such committee.

So for my part I may say that the Catholi clergy, being spread over many parts of th districts in the Madras Presidency, is ready t afford every help to Government in the way o spreading education in rural districts. If th Catholic Missionaries were to be represented in th Local Committees for education, they would hav confidence to see the schools they might establis put under examination; they would be able to carr out in some measure the desires of Government fo the promotion of primary education amongst th agricultural and poor classes.

To render such schools more efficient, the loca Committee should establish some scholarship which would be granted to those pupils of suc schools who would prove the more deserving.

Suppose that some boys of the rural classes b allowed to be trained for two or three years in Normal school, they would be very useful teachers They would be able to open schools in their ow villages, or in the neighbourhood, and they, bein known to the villagers, would exercise a salutar influence over their fellowmen. This would be means of emulation amongst the boys and school masters. The parents themselves would be en couraged to send their children in the hope to se them able to get thereby an honourable living.

Such scholarships should be granted by the wa of public examination extending over the whol district.

Ques. 33.—Can you suggest any method o securing efficient voluntary agency in the work o inspection and examination?

Ans. 33.—To secure an efficient and voluntar agency in the work of inspection is, I dare say almost impossible. The local Committees alon would be in a position to insure such agency, i they would avail themselves of those agencie which work amongst the rural classes. The distric might be divided into sections, and a member o two should be appointed to each section for th work of inspection.

But in all cases the examination should b conducted by men duly qualified, of proved integ rity, and appointed by Government.

Ques. 38.—In the event of the Governmen withdrawing to a large extent from the direc

management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—Is the time come for Government to give up its colleges and schools?

I beg to quote the words of a most influential Native gentleman on the subject: "It would have been better if this idea was not put forward at all, for the suggestion might unsettle the management" of the already existing institutions.

The present state of India is or may be said a transitional period. A latent but a sure revolution is working on amongst the masses of India. The Indian people begin to shake off the chains of routine and to throw away many of their prejudices. It appears that the time is come for Government, in order to reap the most precious fruits of the liberal education they have afforded to the Natives, to exercise a proper control over this awakening of the Indian people. How will Government control it if not by education? A Native gentleman said lately that "the Government colleges alone can command the advantages of bringing all classes of men who are to be the leaders of the public thought, on an arena of common thought and mutual good will."

In the Resolution of the Government of India it is said that by the withdrawal of Government from the direct management of colleges and schools "the Native community will be able to secure that freedom and variety of education which is an essential condition in any sound and complete educational system." Were the Indian people one, such policy would be certainly the most suitable for the promotion of education, but if we consider that it is composed of so many classes widely differing from each other by caste or creed, we may say that unity is impossible in such variety, and without such unity a sound and complete educational system seems impossible. It is not sufficient to foster the spirit of independence specially in the matter of education, it must be directed and controlled. The Government Colleges alone can afford such control in the present state of India.

It is then more necessary than ever for Government to retain all its institutions. If, at such a moment, the Government were to withdraw totally or even to a large extent from the direct management of colleges and schools, it would certainly prove fatal not only to education but to Government itself.

Since the question has been moved, the public opinion has been much offended. Such a step is disapproved by the best educated Native gentlemen. Such contemplated withdrawal is looked upon in every Indian quarter with distrust and disaffection.

So the Catholic Bishops of Southern India, who are certainly in a position to judge of the pernicious effects which such a measure could possibly have for Government and education, have not hesitated to warn the Government through the Education Commission against such a *faux pas*.

To whom will Government make over its educational institutions? Will Government hand them over to Native gentlemen? They are not ready, and they won't, for a long time to come, be ready to take charge of higher education. Some Native gentlemen may, it is true, come forward to keep such colleges and schools, but they would be few, and certainly unable to meet with the requirements of the community at large. Many should be deprived of the benefit they now enjoy under the present system of education.

Educated Natives prove indeed good and efficient teachers for all the oriental classics, but in general they are deficient in the power of organisation and management and in perseverance; under a proper supervision they may be well employed in the various branches of education as far as oriental classics are concerned.

But European knowledge and science cannot be an indigenous instruction. I dare say that they are not able to teach English in a satisfactory manner for the higher classes. Unacquainted as they are with western sciences, habits, and customs, they cannot give a just appreciation of the different events which are the subjects of higher education. English History, for example, is more recommended than Indian History, owing to the valuable political events and lessons which it contains. Will educated Natives in general have a proper view of such subjects? No, so actually preponderance is given to Indian History because it is prescribed for the Matriculation examination. As they are gifted with a happy memory they learn History without trying to enlarge their minds by a serious attention to the various political events which they have to study. So the philosophy of history will remain a hidden treasure quite out of their grasp. What I say of the instruction in history may be said of the other subjects which form an essential part in higher education, that is natural, moral, and intellectual philosophy. So, left into the hands of Natives, instruction shall be deprived of its best ornament, that is, education.

Wherefore, to entrust higher education to Natives is neither called for nor advisable. Such a step would certainly deteriorate higher education and make it in no few instances a mere bargain.

It is therefore the duty of Government to keep all its institutions, and not rely upon Natives in a matter of such paramount importance. As they can, in the present state of India, neither help themselves, nor provide for their own education, there is a strict obligatory for Government to help them, not only in the way of aiding their schools, but also to provide for them a good and sound education, which they will find in the Government institutions.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—Indigenous instruction for girls is but insignificant. There are no indigenous schools for girls, at least in rural districts. Some, but very few, girls receive home instruction, but there is no education at all.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—Except in towns wherein schools for girls have been established by private agencies, there are no schools of the kind under the direct management of Government in rural districts. But the Government do aid the few schools which have been established by private agencies.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Mixed schools will never be looked upon with favour by Natives. Such institutions are

too far against the customs and habits of the country, and they could have but little influence, if any, for the promotion of education amongst the female classes. Men have not the qualities to teach girls. They must have teachers of their own sex. It has been said lately by a high official that "we ought to leave to women all that concerns themselves to be judged and determined by the standard of their feelings and ideas on the subject."

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—To provide teachers for girls is a question of paramount importance, but involved into many difficulties on account of the customs and habits of the Indian people.

Normal schools for girls may somewhat be a useful way to provide schoolmistresses. But in general girls of good caste and honourable family will not attend such public schools. So consideration should be taken of those institutions already existing for the purpose, I mean the Convent schools, where girls are brought up by European or Native Nuns.

I would call the special attention of the Department on the Native Nuns' schools, who are the proper women to teach Native girls and to impart them some education. As they are all caste women they can exercise a good and salutary influence over the female class.

The caste girls will have less difficulty to attend such schools, wherein they know that Native customs and habits are observed by the teachers themselves. There are indeed in towns institutions for girls under private agencies and encouraged by European ladies. But it is not to be expected that those ladies will have the same influence over the agricultural and poor classes in rural districts. Native Nuns may go over to the districts. This is impossible for European ladies.

Wherefore, if Government were to help those nurseries, I dare say they would prove very useful for the spread of education amongst the rural classes, which are left in a complete ignorance.

Scholarships should be allowed to the most deserving girls brought up in those institutions. This would be of a great encouragement to the teachers as well as to the pupils themselves, who might, under the direct management of the Nuns, keep schools for girls.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—As for grants, the girls' schools stand under the same terms with those to boys' schools, that is, though they are larger in amount, the standards are the same. This should not be. It is already so difficult to teach efficiently the boys according to the actual standards, that the girls being yet less interested in those subjects there should be a special curriculum for girls. In such institutions education should have the preponderance over a mere instruction. Girls do not want to be great mathematicians nor historians, nay, as girls of good and respectable family are not allowed to attend any school after twelve years of age, their education is to be completed at twelve.

So the Government and Local Committees should foster the above said institutions, which after all would not absorb much of the educational Budget, for Natives do not require so much for their support as European ladies. Many who would not attend any public Normal school will have less objection to attend those private institutions, if they were recognised and partly supported by the Department for the purpose of training teachers for girls.

Ques. 46.—In the promotion of female education what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—In some large places European ladies have set forth a good example in fostering, as far as they can, female education, but their action is limited to great centres, and even in some cases they find a great difficulty to maintain such institutions. No proper teachers are to be found, and if any certificated schoolmistress comes forward, she does not stay long, for the work is not interesting and finds it too tedious. So whatever steps may be taken, such institutions are not likely to be permanent.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—To the great detriment of the pupils, very often there is, on the part of the schoolmasters, a tendency to raise primary into secondary schools. So primary schools already unconnected with a middle school should not be raised to the rank of secondary schools, unless such step be approved by the Local Committees, which would judge of the necessity of such schools to be raised to the rank of secondary schools. Such tendency is but an unhealthy competition which should be avoided.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—As this system is intended to foster the zeal of the masters for the good management of their schools, and to prevent the standard of education to be lowered, it may well be applied to primary, middle, and high schools.

The essential condition to make this system equitable and useful is that the rules under which such grants are given should be strictly defined, so that the Managers might be confident that no deviation would be made, and that if they abide by them they would have their schools examined.

Moreover, those periodical examinations should be made publicly, that is, all the schools included in the limits of a Municipality or of a group of villages should be examined at the same time in a common hall as far as possible. This plan, which has been already followed in some parts of the district, proves a very good means of emulation amongst the different schools which resort to such examinations.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—The principle of religious neutrality, on whatever respect it may be viewed, in my humble opinion, far from requiring the withdrawal of Government from the direct management of colleges and schools, demand absolutely such management in the present state of India.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations

extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—As it is the interest of any well managed institution that the pupils be not promoted to a class which they are not fit for, such promotions should be left to the school authorities.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—Such college is not sufficient at all, for what influence will a college of the kind have over the other institutions entirely unconnected with it? If all the teachers were to be trained in such a college before opening any school, it might have some good effects over the management of the other institutions. But this is not to be expected. Not only Government should retain under direct management one college in each province, it should have one in each district. The want of a Government college in the districts where there is not, is greatly felt.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—As European professors are the only competent men to teach Western knowledge and science, that European professors are to be employed in colleges educating to the B.A. standard is absolutely necessary.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—If Natives are thought fit to take charge of higher education, that European professors are likely to be employed in such colleges, and that European professors will put themselves under a Native control, is rather out of question. Natives will fill their institutions with their own men.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—If we consider that the withdrawal of Government from the direct management of colleges and schools is viewed with distrust by Native gentlemen, because they fear to see higher education falling into the hands of Missionary agencies, and that no peculiar form of religious teaching can now be presently enforced upon all the various Indian classes, which differ so widely from each other, we may say that nothing could justify such measure on the part of Government, which has pledged the principle of strict religious neutrality.

In fact no Missionary agency, whatever it may be, is capable to take charge of the Government institutions; and suppose even that some could afford men and money for the support of those institutions, they cannot offer any guarantee of permanence. The standard of education in most cases would but suffer, and Native opinion be much offended; and not to say more on the subject, I will close these few remarks by the words of a high Native official, who said, "even if competent Natives could be found, how could those really public schools be handed over to them any more than to Missionary bodies without giving rise to serious objections in other quarters?"

Cross-examination of THE REV. N. RONDY.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—While you consider the scale of results grants for girls to be sufficiently high, you are of opinion that the standards are too difficult, and that some of the subjects are inappropriate?

A. 1.—Yes. In my opinion the standard for girls should be lower.

Q. 2.—With reference to answer 10, kindly state whether you would exclude the teaching of English altogether from primary schools, and begin it only in the IIIrd or lowest class of the middle school?

A. 2.—Yes.

By MR. FOWLER.

Q. 1.—(*A. 14*). Are you aware that Catholic Missionaries are at present members of Local Fund Boards and Municipalities?

A. 1.—I am not aware.

By THE PRESIDENT.

Q. 1.—May I ask how many years you have spent in India? And please name the scholastic charges which you have held.

A. 1.—I have been in charge of the Catholic schools of the Coimbatore District for six years.

Q. 2.—In answer 38 of your evidence you say that the Natives "are deficient in the power of organisation and management." Have you visited the Pacheappa's institution in Madras, or any large school under Native Managers?

A. 2.—No, I have not visited them. But I speak from reports.

Q. 3.—May I ask what large institutions under Native management have been visited by you?

A. 3.—I have not visited any such institutions.

Evidence of CECIL M. BARROW, ESQ., B. A., *Hertford College, Oxford, Principal of the Kérala Vidyásála, Calicut, commonly called the Zamorin's College.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been engaged continuously in the practical work of education in the Madras presidency for upwards of thirteen years, and for more than five out of these as Principal of the Zamorin's Second Grade College at Calicut, called the Kérala Vidyásála. I have also served for short periods in the Godavery District, at Madras, and in the 2nd Educational Division. I came to Malabar in June 1871, and with a short interval of six months have been here ever since.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you

suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—Owing to primary schools under inspection being, almost without exception, mastered by fifth grade men or unpassed village schoolmasters, the instruction is necessarily confined to the vernacular. This does not meet the requirements of pupils who wish to proceed to middle schools, because boys who pass the *third* standard, or lower primary examination, should be admitted to the second anglo-vernacular or upper primary class, and those who pass out of this class, that is, who pass the *fourth* standard, or upper primary examination, should be admitted to the *third* class of a middle school on passing the necessary examinations in *English*; but this they are unable to do. The consequence is that they have to begin English in the lowest anglo-vernacular class; thus they are thrown back for *two* years in the case of those who have passed the *fourth* standard in the vernacular only, and for *one* year in the case of those who have passed the *third* standard in the vernacular only. This is one of the chief causes of the weakness of middle schools. In order to remedy this defect an effort should be made to supply *fourth* grade trained men in addition to the present *fifth* grade men. To do this it will be necessary to institute in each district one or two Normal schools training up to the *fourth* grade; and matriculates who may wish to become schoolmasters might also be trained in these Normal schools. To induce such trained men to take up the primary schools in villages, higher rates of stipends, on the combined system of results grants, than those now in vogue, should be allowed them, *or* Local Fund Boards should have one or two fully developed (i.e., *anglo-vernacular*) primary schools working in each taluq. The latter would, however, probably be the more expensive scheme.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—By particular classes only—Namburi Brahmins, Mukuvars, Mapillas, Cherumars, and all the jungle tribes hold aloof. Namburis because they fear pollution; Mapillas because their Mollahs will not let the children leave their mosque schools until they have gone through a course of the Koran. (A separate Mapilla primary school very recently started by the Calicut Municipality, which I paid a special visit to, is in my opinion a great success, but many of the boys in it would be considered far too old for an ordinary primary school.)

The other classes being very low in the social scale hesitate to send their children to mix with Brahmins and Nayars, who would scout them. A few Mukuvars fishermen are to be found in Government schools, but no Cherumars, the ancient slave caste. A Cherumar would be hounded out of a school. The influential classes are gradually taking broader views and ceasing to feel jealous of others having the same educational advantages as themselves, but this does not apply to the wretched Cherumars, who are ground down and treated with the utmost contempt. Were a Cherumar to be seen with a book in his hand, it would probably be seized and torn up by some passer-by. This has actually occurred. A Cherumar school was tried in Calicut, but the Nayars and Tiyars used to waylay the boys as they were going to school and snatch their books out of their hands. I give this on the authority of the Deputy Inspector of Schools of this range.

Ques. 4.—(*a*) To what extent do indigenous schools exist in your province? (*b*) How far are they a relic of an ancient village system? (*c*) Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? (*d*) What fees are taken from the scholars? (*e*) From what classes are the masters of such schools generally selected, and what are their qualifications? (*f*) Have any arrangements been made for training or providing masters in such schools? (*g*) Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? (*h*) Are the masters willing to accept State aid and to conform to the rules under which such aid is given? (*i*) How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—For convenience sake I will answer this series of short questions under heads *a* to *i*.

(*a*) In the Central Range (Malabar District) there are, I believe, about 350 indigenous schools (*i.e.*, non-Government or Mission schools), of which some 270 receive grants on the results system.

(*b*) In Malabar many of these schools teach to recite or chant the Puranas and Hindu Poems in Malayalam and Sanskrit, also pátus (local songs). Writing on olahs (cadjans) with styles and on sand with the fingers is also taught. Remunerating the masters in kind and gifts to them of cloths at certain festivals, more specially at Onam and Vishu, may also be mentioned as relics of the ancient system; to which I may perhaps add the designations of the village schoolmasters, such as 'Gurukkal' (*Preceptor*), "Ezhuthachen" (*teacher of letters*), "Panikkars" (*professional astrologers and schoolmasters*). The buildings used as schools are still mere open sheds, such as have been used for centuries. Some improvement in the matter of buildings is highly necessary.

(*c*) In addition to the subjects mentioned above as being taught in these schools, most of them (having either come under inspection or intending to do so) teach the subjects prescribed in the Grant-in-aid Code. In the hands of a class of men such as these village schoolmasters are, the instruction is to a very great extent mechanical. The pupils' powers of memory are developed, but their intelligence is left almost wholly unexercised. The children assemble for work at stated hours, and all things considered, the discipline is fair, but the modes of punishment are somewhat unnatural.

(*d*) With the exception of what has been mentioned as being paid in *kind*, or as customary gifts, there is no system of fees worth mentioning.

(*e*) From the class called Pannikars (*astrologers*) and Ezhuthachens (*teachers of letters*). In Malabar these men are nearly always low caste Sudras.

(*f*) In Malabar there are four Elementary Normal Schools (at Tellichery, Calicut, Palghaut, and Ponani *for Mapillas*).

In these schools there are, I believe, from 60 to 70 such men, now under training, also some Nayars, Brahmins, Native Christians, and Mapillas. This number is obviously far too small for the requirements of the district, as, out of the 350 indigenous schools referred to above in (*a*), hardly more than *one-seventh* are mastered by passed and trained men. A greater extension of Normal schools seems to be the remedy for this state of things.

One such *fifth* grade Normal school to each taluq would not be too many. We cannot expect men of the village schoomlaster class to go what to them are great distances from home, and to live in such expensive places, as Calicut for example, on the monthly stipends of Rs. 4 to 5 they are now allowed.

(*g*) To extend and improve the village schools so as to get them to impart a sound and popular education, I can think of no better plan than that indicated above. A Normal school, with a model practising school attached, should be set up in each taluq (in Malabar at least). These Normal schools should only train up to the fifth grade, and from them would flow a supply of masters for *vernacular* primary schools, while the fourth grade Normal schools (recommended for each *district* in my answer to question 2), would supply teachers for a few *anglo-vernacular* primary schools in each taluq.

(*h*) Yes,—but the provision in the Code that preference shall be given to such schools as pay fees is an obstacle. Perhaps this might be got over by recognising the payment of fees in kind. Parents object to paying fees, since they look upon the grant as a payment to the master for instructing their children, and this is *especially* the case in schools on the combined system.

(*i*) As far as funds allow; but the general outcry is that the funds are insufficient to meet the present requirements of the country, so that elementary education has received a check and is practically in a very backward state.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—That it is well nigh valueless. A boy educated at home is quite unable to compete with a school-taught boy. This is of course owing to the want of system in home instruction.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Government can depend on aided private efforts to a considerable extent. The private agencies which exist for promoting primary instruction are the village schoolmasters mentioned above and the Missions, especially the Basel Mission.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—District Committees (by which I understand Committees formed at certain centres in each district), and Local Fund Boards should not, in my opinion, fix the salaries of masters. The funds over which they have control should be allotted by them strictly in accordance with the advice of the Educational officers, who are held responsible for the educational well-being of the people generally. The control to be exercised by such bodies should be the assignment of funds (under the recommendation of the Educational officers) for the up-keep of schools and the erection of school-houses.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—Middle and primary schools. I would guard against Municipal Committees failing to make proper provision for education by enacting that every Municipality should annually set apart a certain fixed proportion of its income for this purpose.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—As I have already stated, *four* fifth grade normal schools exist in Malabar for training men for this class of schools, but such training schools are required in each taluq in a thickly populated district like this.

The present social status of the village schoolmaster is decidedly a low one, and his influence among the villagers is very trifling. Here and there an exceptional man holds an exceptionally high position. I would, whenever it is possible to do so, make the village schoolmaster the village postmaster, and, by bestowing bangles on the best of such men from time to time, lead the villagers to look up to them and their position. If an upper primary certificate be made the condition of the appointment of a village official (the Adigari and Menon—the Monigar and Karnam of Tamil Districts), the education of the children of village officials and others who aspire to such distinctions will be entrusted, as a rule, to village schoolmasters, and this will to a great extent improve the social status of these men.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—Agriculture, such as would meet the requirements of the district, and singing, according to *ragams* (native tunes), unobjectionable stories from the Ramayanam and Bharata, might be advantageously introduced into the Second and Third Vernacular Readers. At present, I believe, there are no stories from these poems in either of these Readers. By making these subjects form part of the schoolmasters' test and introducing them into the primary school course, it is probable that elementary schools would gradually become more popular. Our object must be to draw the people into the habit of sending their children to school. This can only be done by yielding to their prejudices for some years to come.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—Yes, it is the dialect of the people.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—I think the results system is not unsuitable. The only alternative is to pay the masters fixed stipends, but to do this in the case of village schoolmasters would be in many cases to offer a premium for idleness and perfunctoriness. The combined system, developed, if not originated, by Mr. Garthwaite, Inspector of Schools, 6th Division, is, if it were made a little less intricate than I understand it to be, an excellent one.

Mr. Lewis, the Deputy Inspector of Schools, Central Range, Malabar, spent a morning with me in the recently instituted Municipal school for Mapillas. This is being worked on a system suggested I believe by Mr. Lewis, and which he calls the cheap combined system. The masters are paid regular stipends,—the Head master getting Rs. 12 a month. At the end of the year, when the school is examined for a grant, the pay of the masters will be deducted from the grant earned and the balance handed to them. This system commends itself as one likely to incite the masters to exert themselves to the utmost, and the school, which has 119 boys already on the rolls, has made remarkable progress for the four months of its existence.

When discussing this particular scheme with the Deputy Inspector, a still further modification (if it can be so called) of the combined system struck me as possible, and as I intend to recommend its adoption in the primary and middle schools of the Kérala Vidyásála from January next, I will briefly state it here. Under my proposed system—and I think it might in favourable localities be found to work very well—I would pay the masters fixed salaries the first year, telling them that at the end of the year all the money they earn will be set aside and form the fund out of which the following year's salary will be paid. If they neglect their work and earn less than the equivalent of their salaries, they are punished by some reduction in their salaries; if they work hard and produce good results, they are rewarded by drawing higher salaries through the whole of the succeeding year. That this would not act unfairly can at once be seen by taking in illustration the Municipal Moplah Primary School (of 119 boys and 3 masters) already referred to:—

	R	
The head master gets . . .	12	a month.
Second-master „	9	„
Third master „	7	„
TOTAL .	28	

The total for the year comes to Rs. 336. The grant earned is very unlikely to come to less than this, if the masters have been fairly diligent, and, as a matter of fact, it is expected to exceed this amount. By my scheme the masters would be punished for neglect of duty in (most probably) a *slight* loss of monthly pay;—by both our schemes alike they would be rewarded for doing well. The same principle underlies the Deputy Inspector's scheme and my own as is found in the recommendations of Mr. Fowler, Inspector of Schools, Presidency Division, at p. 127 of the Report on Public Instruction for 1879-80. Mr. Fowler seems to me there to have hit *the* great defect in the working of the results system.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—As I have already indicated, it seems desirable to have two classes of primary schools.—(A) *anglo-vernacular* primary schools, and (B) *vernacular* primary schools. In the A class of schools regular rates of fees should be charged, but not in the B class.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and secondly, how they can be gradually rendered more efficient?

Ans. 14.—By appointing Committees of not less than *six* members in each taluq, with the Deputy Inspector of Schools belonging to the Range and the Tahsildar as *ex-officio* members. These Committees should be gazetted in the District *Gazettes*. A system of rewards for diligent but poor students should be organised and gradually extended.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I do not know of any such cases, unless the Government Normal schools in Madras and at Vizagapatam, which at one time used to teach up to the F.A. standard and which were closed as institutions for general education in 1877, may be cited as instances. A few inferior schools (as pointed out by Colonel Macdonald in his letter to Government, 1st May 1879, No. 1737, paragraphs 3 and 27) have been closed, but that is all. There are at least two instances in Malabar where the contrary has been the case. The old rate school at Palghaut, and the Brennan High School at Tellicherry, at one time managed, respectively, by a Local Committee and the Basel Evangelical Mission, have become Government high schools pure and simple. I believe the Basel Missionaries were very averse to the Brennan school being taken away from them, and are very anxious to have it back again. I do not think that until within the last four or five years the time had *anywhere* fully come for giving effect even partially to paragraph 62 of the Despatch of

1854, but the whole tendency of Colonel Macdonald's administration was, undoubtedly, diametrically opposed to both the letter and spirit of that Despatch, and of various (Madras) Government orders, notably the order dated 23rd March 1879. I can not say, too, that the Inspectors of Schools have shown any very strong bias towards private efforts and private institutions, but rather the reverse. This was only in the nature of things when the heed of the Department was known to be in favour of the extension of Government as opposed to private institutions. In this connection I beg to submit certain correspondence with the authorities (marked A1—A9). Though I made every effort to obtain from the then Director of Public Instruction and the Duke of Buckingham's Government copies of the letters of Mr. Garthwaite, Inspector of Schools, 6th Division, and of Mr. Morgan, Head Master of the Government College, I received a distinct refusal to supply me with them (A9). Comment on this seems unnecessary.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interest which it is the duty of Government to protect?

Ans. 16.—In Malabar—and, *mutatis mutandis*, my remarks will apply to many other districts,—I believe that the three Government high schools at Palghaut, Tellicherry, and Cannanore, and the Calicut College, might be handed over to Committees formed of the leading members of the communities resident in these towns, without any detriment to education or the interest of any class of the population. If this were done on some well-considered plan and given a trial at one or two selected places, say for five years, I am confident the results would be satisfactory. It would be necessary to give a fairly liberal grant-in-aid for some years to come, but under the management of a carefully selected Committee the schools might be more economically worked than they now are. No step has ever yet been taken in the direction indicated; therefore it is only possible to state one's opinion, not to prove to demonstration the soundness of one's veiws.

Ques. 19.—Have you any remarks to offer on principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' Schools, (*c*) Girls' Schools, (*d*) Normal Schools.

Ans. 19.—In my answer to question 12 I have already partly dealt with the mode of distributing results grants. The amount of grants given under this system seems to me fairly adequate, but a premium should be given for merit and a high standard of efficiency in the shape of increased grants for all who pass in the 1st class (which would be equivalent to passing in every head of every standard). This extra grant need not be very high, say from 8 annas extra for a 1st class in the 1st standard to Rs. 5 in the highest (VIIth) standard.

I.	Standard	As.	8	for each 1st class pass.		
II.	„	Rs.	1	„	„	„
III.	„	„	1½	„	„	„
IV.	„	„	2	„	„	„
V.	„	„	3	„	„	„
VI.	„	„	4	„	„	„
VII.	„	„	5	„	„	„

That this would tend to increase the efficiency of all primary and middle schools can hardly be doubted.

The list of schools to be examined for results grants from Municipal funds in the Calicut Municipality has lately been published. There are *ten* schools on this list of which four are managed and mastered by *unpassed* and *untrained* men. I submit this list (marked B). I sent in an application for the examination under the results grants system of the primary and middle schools of the Kerala Vidyásála. My application was rejected by the Calicut Municipality on grounds that the Director of Public Instruction has not considered sufficient, since he has sanctioned the examination of the classes for results grants to be paid from Provincial Funds (list marked C).

Considering how strictly the salary grant system is worked, I consider that, within certain limits, the results grant system should be worked in a more liberal spirit, setting aside mere technical objections. In the case of (*a*) 'Colleges' if, as I read Rules 26 and 27 of the Code aright, only a *one-third* grant will ordinarily be sanctioned, I do not consider it sufficient. It is unnecessary to go into details, but under the increased pressure on the funds of such institutions to meet the extended B.A. course of study, a *half* salary grant would not be more than adequate. For (*b*) Boys' Schools, by which I understand all anglo-vernacular schools educating up to the Matriculation standard, the rules seem sufficiently liberal. The fees in a college do not cover, save in exceptional cases, any considerable fraction of the necessary outlay, but the contrary is the case in large and well-conducted high schools.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—On the whole, I consider that the Department of Public Instruction has shown great fairness in *this* respect. It cannot, however, be denied that instances have occurred of aid being readily given in support of private *Hindu schools* started in opposition to *Mission schools*, while great difficulties have been raised and grants refused to private institutions which attempts have been made to start in places where Government schools already existed.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—I am not quite clear as to the meaning of the word "classes" in this question, but if 'castes' are meant, then there can be no doubt that the Brahmins and Nayars, the two highest caste in the Malabar, are those who mainly help to fill our schools. Many of these are sons of officials and well-to-do land-owners, who wish their sons to become Government servants or Vakeels. In 1880, at my suggestion and on my recommendation the fees in Calicut were raised considerably, this town being placed in class A (correspondence marked D). The results have shown the wisdom of the step then taken. Our college classes are much—fully one-third—larger than they were before, and (though I do not advocate the doing so just yet), I am convinced that we

might raise our fees still higher without in the end lessening the strength of our classes.

The fees charged in the colleges and high schools of the Government College and of the Kérala Vidyásála are the same as those in class A of mofussil Government schools, and in the Basel Evangelical German Mission High School (as will be seen from the table below), slightly higher than those in aided schools, Class A of mofussil towns. The Government high schools at Palghaut, Tellicherry, and Cannanore are still in Class B of mofussil Government schools.

	College.	Sixth Class.	Fifth Class.
	R a. p.	R a. p.	R a. p.
Government College and Kérala Vidyásála, Calicut	4 0 0	3 0 0	2 0 0
B. E. G. M. High school	No class.	2 0 0	1 12 0
Government high schools at Tellicherry, Palghaut, and Cannanore	No class.	2 8 0	2 0 0

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—There is a high school in Combaconum under Native management which is reported to be entirely self-supporting, and another recently started at Coimbatore, to the great detriment of the Coimbatore College and London Mission High School. The very nearest approach to this state of things that I am acquainted with in Malabar is the institution of which I am the Principal, the expenditure on which is Rs. 1,030 per mensem, and the average income from fees Rs. 815 a month, the difference of Rs. 215 being made up by the Zamorin and the senior Rajahs of his family. In the course of a few years, if the scale of fees charged be slightly raised, I have no doubt the institution could be made self-supporting.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—I am obliged again, in answer to this question, to refer to the Kérala Vidyásála as a striking instance of such an institution. Started in 1877 and gradually raised to the grade of a second grade college, it is now one of the most influential and successful second grade colleges in the Presidency. The Zamorin and the senior Rajahs of his family give a nominal grant of Rs. 370 a month in support of the institution. In the early days of the school this amount had sometimes to be exceeded, but we have long since tided over all our difficulties, and last official year, taking this grant as a fixed part of our income, worked at a profit, even after including additional expenditure on a new building 105 feet long and 22 feet wide, and an expensive set of chemical apparatus. The latter portion of this question is partly answered above. If wealthy Rajahs and landed proprietors come forward and do as the Zamorin and his family have done, there should be no difficulty. I should here perhaps mention, as will be seen from my letter to Mr. McWatters (A-6), that the Kérala Vidyásála is an institution for the high castes only, favourably suited in a suburb inhabited only by people of good caste. At the same time I should note that we charge exactly the same fees that are charged in the Government college.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—I do not think it is injured,—judging by the results of the last 3 years and comparing these with the results of the previous 13 years. From 1865 to 1878 the Government college at Calicut passed 68 First in Arts students; in the three years 1879 to 1881 the two institutions have together passed 72 First in Arts students. These figures point to great progress in higher education in Malabar. All that I should desire in Calicut is a little more harmony and less decided expression of jealousy on the part of the heads of the Government Institution. When Mr. S. Seshayya was Acting Head Master of the Government college, we were on friendly terms and the wheels of the educational machine rolled along smoothly enough, but I cannot say there has been no friction since. I fancy from my own observations the same thing occurs in other places. The Government master views with a jealous eye the progress of any rival private institution. The spirit engendered is a bad spirit and must to a certain extent be prejudicial to the interests of education.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Yes. The demand for B.A.s is far greater than the supply, and great numbers of Tamil graduates have been imported.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—I consider that it is only partially calculated to do so. (*Vide* Mr. Garthwaite's remarks, p. 103 of Report on Public Instruction for 1879-80.) Greater efforts should be made to introduce such subjects as agriculture, book-keeping, and land-surveying.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—In my view there is. The Matriculation course is such an extended one—all extension and no depth—that there is no time to teach boys any one subject thoroughly. Masters would require a hundred tongues to impart, and boys a hundred ears each and a few dozen brains to take in to any good purpose, all the subjects they are now expected to study. I am utterly and unbendingly opposed to the present system. I would take for the Entrance examination three or four subjects at the most, and insist on some real—not crammed—knowledge of these subjects before allowing boys to pass. I know what the result would be; for 3 or 4 years we should have greaty depleted college classes, but things would soon right themselves. I can positively assert that the present Matriculation course tends to bring on a system of "cramming" in the sense used by Mr. Latham. Unless one 'crams' the boys, one cannot pass them. All this, if it be true, as I assert it is, cannot but "impair the practical value of the education given in secondary schools." Mr. Latham, in his work *Examination as a means of selection*, pp. 7-11, has the following remarks, which, as they are in a great

measure (especially the portions which I have italicised) applicable to the point under discussion, I shall here quote :—

"A young man has to present himself for an important examination on certain day, a list of subjects is given him with the number of marks assigned to each, and the number required to ensure success is pretty well understood. His tutor has a limited time for preparation. The problem before him is therefore very different from that of simply doing what is best for the pupil. The tutor must consider not what studies or what kind of teaching will do for him most good, but what studies will yield the highest aggregate in the given time, and *he must teach his pupil each subject not with a view to call out his intelligence, but with a view to producing the greatest show on a stated day :* for instance, he must teach him a language by some sort of Ollendorff process, which shall address itself to the ear and the memory, rather than by a method which involves any grammatical analysis; while in mathematics he must teach him such operations as can be performed by a sort of general *recipe.* The tutor must turn the qualities of the pupils, such as they may be, to the best account he can in point of *marks. He cannot try to remedy any mental defects, there is not time enough for any such undertaking to yield profit; he must make the most of such qualities as the pupil has;* in the case of one who is tolerably quick but mentally self-indulgent and repelled by the first serious difficulty, he must, instead of forcing him to face the fancied giants in his path, humour his weak points and make the most of his strong ones, and he must direct him to take up several subjects which require no further power than that of carrying matter for a short time, a useful one indeed in many callings, but which is sure to find all the exercise it wants; in short, the tutor in such a case has to look to the work that can be turned out, more than to the effect of the training on the producer; that is to say, the spirit of technical teaching enters very largely into the education given, though the subjects may be those used for a liberal education.

"*Those who afford this kind of preparation are often called crammers. Now, so far as this term implies any opprobrium, it is unjustly applied;* a market has been opened for a particular kind of slight fabric, the stouter and costlier stuffs are thereby rendered less saleable, and the mill-owner must meet the popular demand or close his mills. People are hardly aware how thoroughly the educational world is governed by the ordinary economical rules. *While employing the motives of gain and advancement most profusely, the public seems to find fault with teachers and pupils for being influenced by these considerations,—they set young men to run a race, and then wonder that they run not to improve their physique but simply to win—they make learning a marketable commodity, and then complain that it is grown for the market, and that few are now influenced by a pure devotion to science. All teachers would rather educate than cram.* It is painful to them to say, 'You must get off this list of authors and their works by heart. I know it will do you no good, I know that the words Drayton's *Polyolbion* or Evelyn's *Sylva* convey to you no more meaning than if they were the names of Gasteropods, but they will probably be asked for to-morrow.' *Many of these men are fighting hard to retain their self-respect under the adverse circumstances in which they are placed; but to fight single-handed against a system enforced by official examinations is to cease to be a tutor at all.*

"The words 'Cram' and 'Crammer,' as Mr. Todhunter observes (The conflict of Studies, and other Essays. Macmillan and Co., 1873) are sometimes loosely used, and *sometimes serve as a bugbear to raise cry against some kind of teaching.* This is frequently true when they are used by writers, but when used by a pupil or an undergraduate, he means something very definite; he is the individual who wears the shoe, and such I have generally found can usually be trusted both when they tell you where it pinches, and where they find it best to cut a hole to make it easy. So when a youth says he has left a tutor's and gone to a 'Crammer's' in London to prepare for 'his Army Examination,' he is sensible of a real difference; he does not mean any personal disrespect, but he looks on the latter person more as he would on a Music master or a French master, as *a person who has nothing to do with educating him as a moral or reasonable being, but whose business is to endow with some one accomplishment, which in this case is that of being able to answer so many printed questions on a particular day.*"

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—Most decidedly the numbers who present themselves are unduly large. I cannot say whether they are so "compared with the requirements of the country," but certainly so, in my view, with the numbers that should be allowed to appear. I would require every candidate to produce a certificate from some qualified person that he is fit to present himself. This would make boys in schools work harder in order to acquire the necessary certificate. It would tend to increase the proportion of passed to failed; it would lighten the work of the examiners; and lastly, and most important thing of all, it would enable the lists of passed candidates to be brought out sooner.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—In Government institutions free scholarships are limited to 5 per cent. (See Standing Orders, p. 44). In the Kerala Vidyàsàla we have 500 pupils and 35 free scholars, or 7 per cent. Attached to some Government colleges and schools there are scholarships founded by subscription and by private persons. A list of these in the second grade colleges and high schools will be found at pp. 42 and 43 of the "Standing Orders." An account of the Stipendiary Scholarships open to public competition and the rules relating to them will be found at pp. 40 and 41 of the "Standing Orders."

I consider that Rule I of the open Stipendiary Scholarship Rules should be expunged, as its action can only be an injurious one. Rule II allows only *one* F.A. Scholarship to each district where there is an institution educating up to the F.A. Standard (only). This rule excludes a good many districts in the Presidency, and the number of scholarships is far too small; also the rule is equally favourable to the most advanced and the most backward district as long as they contain one or more institutions educating up to the F.A. Standard (only).

The rules as they stand have too many restrictions and are not liberal enough. I think they are impartially administered.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—The Malabar Municipalities and Local Fund Boards do not, in my opinion, make adequate provision for educational grants-in-aid, but they can, like most other similar bodies in India, fairly plead want of funds. They are impartial in the allotment of the funds they provide.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—I am of opinion that it does, for such masters as I wouldappoint to high schools; but what is wanted is to raise the general status of the schoolmaster by making teaching a regular profession. See my answer to question 47. My own plan has always been to appoint or recommend for appointment First in Arts men or graduates for the Fifth or Preparatory Matriculation class and graduates for the Matriculation class.

I have always been indifferent as to whether such men have been trained or not, but, other things being equal, I should prefer a trained to an untrained man. What is wanted for such men is not so much training in teaching small boys, as a knowledge of the theories and systems of education. I think the want could be best supplied by having a Professor of the Theory and History of education attached to each first grade college. With regard to masters for the middle school, I would never appoint an untrained if I could by any exertion get a trained man. The closing of an excellent Normal school we had here was a grave error, of which we are only now beginning to feel the full effects. It was moreover an error deliberately committed in the face of all Mr. Garthwaite, the Inspector of Schools, could say to the contrary. In the Report on Public Instruction for 1789-80, p. 149, Mr. Garthwaite says, "No means now exist in Malabar or Canara of training men of higher stamp. Whatever teachers are required to teach the upper primary schools and schools above that grade must now be got from Madras. I still regard this as a serious blow to the extension of education in these districts, especially in Canara." The fact is that trained men cannot be got, nor can we get men willing to go to Madras to be trained. I have several times tried to induce men to go to the Madras Normal school, but after promising to do so they have at the last moment refused to be sent, and I have been compelled to appoint untrained men to classes which I am strongly of opinion should be taught only by trained men. Even if men are induced, as in a few cases has been done, to go to the Madras Normal school for training, I am at a loss to understand how, without any Malayali boys to practise upon, they are to be efficiently trained. It seems to me that such training must be a mere farce.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—Malabar is in the 6th Educational Division. There is an Inspector of Schools, and for Malabar there are three Deputy Inspectors, with head-quarters at Calicut, Tellicherry, and Palghaut respectively. The system of inspection is, I believe, a uniform one throughout the Presidency, and as it must have already been described by one or more of the Inspectors themselves, I think it unnecessary for me to go into details. In my view the heads of the second grade colleges of the higher class should correspond directly with the Head of the Department, and not through the Inspector. I am also of opinion that the Director of Public Instruction should himself *inspect* (I do not say *examine*) every college once a year. In the 6th Division the Inspector and his Deputies are much over-worked, notwithstanding the recent appointment of an extra Deputy Inspector for the Central Range, and I should think that the work of the Inspector on the one hand and that of his Deputies on the other, would be lightened and facilitated by the appointment of an Assistant Inspector. This appointment might be made a prize open to deserving Deputy Inspectors and the First Assistant of second grade colleges. There is another very important point connected with the inspectional agency of the lower grades. It is a great mistake, in my view, to appoint Brahmins to such posts as those of Deputy Inspector and Inspecting Schoolmaster. As schoolmasters Brahmins are second to none—not even to Europeans, but they do not make good Deputy Inspectors or Inspecting Schoolmasters, because of their caste restrictions, which prevent their stopping at villages inhabited by low caste men. Numerous other reasons will also readily suggest themselves to the initiated. I am not here objecting to the appointment of Brahmins to the higher posts of Assistant Inspectors, but until it is clear that Brahmin Deputy Inspectors are free from caste prejudices—a direct hindrance to the work they should perform—it seems highly unadvisable to appoint them to such posts.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—I think the Tahsildars might be encouraged to inspect the schools in their taluqs and make reports on them to the superior authorities. I also think that in large Municipalities where colleges and high schools exist, the heads of these institutions might be annually invited to make careful inspections of the Municipal schools, being paid fees for doing so if necessary. It would be perfectly possible, for example, for me to inspect annually or biennially the Municipal schools of all the Municipilities in Malabar. I made an offer to do this a year or two ago, but the Collector was unable to consider my plan then, as he was handing over charge to a *locum tenens*.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—This is a very large question and cannot be answered fully except at such length as would be entirely out of place here. A Committee with Colonel Macdonald as President was appointed in 1873 (?) to go into this very matter. The report submitted to Government embodies many of my views. When issuing the "Standing Orders" Colonel Macdonald seems to have revised the curricula mainly on the lines indicated in the Report, but many experienced educationists were not consulted, and the general curriculum, Appendix A, of the "Standing orders" is open to considerable criticism. A Malayalam Revision Committee was appointed to revise the Malayalam school books in use, but nothing seems to have been yet done in the matter, and in this very important particular of vernacular text-books Malabar is still suffering. Private efforts have partly met requirements. The curricula require careful and thorough revision so as to adapt them for all classes of schools—aided and private, as well as Government.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—The hand-writing test for the Middle School examination is so severe that I believe the best pupil I have ever had (who passed second at the First in Arts examination of 1881) would never have got beyond the upper fourth class had he not done so before the institution of this test, and I cannot really say that after a three years' trial the Middle School examination has done very much to improve the hand-writing of our pupils. In other respects I have no fault to find with this test, which is being gradually improved by the present Director of Public Instruction.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—I would leave higher education gradually to itself, aiding it moderately, but nothing should be done hurriedly. A Government college and a high school or two—the least successful ones first—should be handed over to private agencies from time to time, *on a five years' trial*, say, and the Inspectors instructed to watch and report upon the results of the experiment. Middle school education should be the special care of the Educational Department, and whether directly under the Government Department, or aided, be charged against provincial funds. Elementary education should be mainly, if not wholly, under the care of Local Fund Boards and Municipalities.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—I think it would be highly unadvisable to withdraw to any large extent. The fact is that before any steps to do so are taken we should see that we have sufficiently educated the upper classes to enable them to start and manage high schools and colleges for themselves. This I admit has been partly accomplished. Theoretically it seems right to begin at the bottom and build upwards, but I do not consider this a sound principle to go upon in a system of education for a country like India. The higher classes should first be thoroughly educated and imbued with liberal Western ideas. When education has thoroughly permeated the upper layers of society, it will be an easy task to educate the masses. Reverse the process and the reverse will be the case, as it has been found to be in India.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—I do not consider that the standard in colleges would deteriorate at all. It is now very nearly as high in aided colleges of the *first* grade as in Government colleges, and *far higher* in "private and aided second grade colleges" than in the long-standing Government colleges of the second grade. The following table compiled from the last Report of the Syndicate of the Madras University will illustrate this. I have selected the three best colleges of each class in each grade:—

Name and Grade.	Class of Institution.	Percentage of Passed B.A.	Percentage of Passed F. A.
First Grade.			
Presidency College . . .	Govt.	63·5	69·2
Kumbakonum College . .	Do.	76·5	77·01
Rajahmundry College . .	Do.	50·	59·09
Christian College	Aided.	67·2	63·6
St. Peter's College, Tanjore .	Do.	44·4	64·3
St. Joseph's College, Negapatam	Do.	45·4	72·7
Second Grade.			
Calicut College	Govt.	...	34·6
Mangalore College . . .	Do.	...	37·5
Bellary College	Do.	...	50·
Kérala Vidyásála . . .	Private.	...	75·
Pacheappa's College . . .	Aided.	...	63·6
Trichinopoly S. P. G. College	Do.	...	62·5

In the Matriculation examination the standard of Government colleges judged by results is, as Colonel Macdonald has not failed to point out, higher than that in private and aided schools, but the reason is not far to seek. It does not matter an iota to the head of a Government high school whether he has 30 or 60 boys in his Matriculation class, since, many or few, his pay cannot be affected. Head masters of private and aided high schools,—I speak from experience,—are compelled to admit boys unlikely to pass in order to increase their receipts from fees. On this very point I beg to embody here a letter (marked E) addressed to me as Editor of the *Student*) in 1879 by Mr. C. C. Flanagan, M.A., Principal of the Coimbatore college. The abolition of Government high schools would, I think, obviously tend to remedy this defect in private and aided schools by giving the heads of them a wider selection of students. Other reasons for the alleged superiority of the Matriculation classes of Government schools to private and aided schools are set forth on pp. 126 and 127 of "Educational Papers." (Supplement to the South India Missionary Conference Report.) By all this I must not be understood to advocate the withdrawal of Government to any large extent from the direct management of schools and colleges. I do not think any new Government high schools or colleges should be *anywhere* set up, but would urge that, as a purely tentative measure, two or three Government high schools and one or two colleges of the second grade should be handed over to Local Committees for a period of 5 years. If at the end of that time the measure was found a successful one, greater effect might be given to the terms of the Despatch of 1854. I would certainly keep up one Government high school in each district (where one now exists) as a model to private schools of the same grade—but then it should be a *model*.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—The series of English Readers and Mr. Garthwaite's Malayalam Readers in use are full of passages and extracts teaching morality, but

there is no time specially set apart for instilling moral principles into the youth who attend Government colleges and schools—or, for the matter of that, who attend private (non-missionary) schools.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—None to speak of. The Calicut Government college has a gymnastic instructor but no proper gymnasium. I do not know of any gymnasia existing in any other of the schools and colleges in Malabar, though I believe plans and estimates have been prepared for erecting them at Tellicherry and Palghaut. I think where there are European troops, as is the case in many of the large stations a military instructor should be engaged by all the schools in the station clubbing together and that he should go to each school for two or three hours a week. Physical education has not yet been systematised in the mofussil, and it will be several years before any progress can be made in this respect. I have repeatedly heard the most enlightened Natives decry gymnastics, as (1) dangerous, (2) a waste of time.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—Yes. The Nayar girls of Malabar are generally taught to read and write Malayalam, to repeat slokas and to sing. Such instruction is carried on at home by private tutors and not in schools.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—For the size of this town of Calicut, according to the last census 50,000, female education (properly so called) is in a most backward state. By the efforts of Deputy Collector P. Karunakara Menon, Vice-President of the Calicut Municipality, a girls' school has been recently opened in a somewhat favourable locality. It is supported by the Municipality. On the subject of female education in the Central Range, Malabar, I would here quote from the Report for 1881-82 of Mr. Lewis, Deputy Inspector of Schools. He says:—

"The total number of girls under instruction at the close of the year in the taluqs (not including those in the Municipalities) were 1,199 out of a school-going population of 11,739. The girls were all children of respectable and well-to-do people, mostly Nairs and some Tiyans. The number of Mappila girls under instruction, mostly children of very poor Mappilas, was 168. These girls seem to attend schools simply to obey the Mappila masters and not for the sake of education, as Mappilas do not care to educate their females. The Badagara and Koilandy Ranges show great progress in respect to female education. There is, I think, a fair sprinkling of girls in most schools in the ranges. In my examinations of these schools I have given the girls every reasonable encouragement, and I doubt not that it will have the effect of increasing the attendance considerably. There are certain niceties to be attended to in conducting the examination of caste girls, if examination is to be made popular amongst them. I have always carefully attended to such niceties, one of which is not to make the girls stand during examination in the same line or on the same level with other caste children, such as Tiyans Artisans and Mappilas. I think the time has arrived to hold out some special encouragement to girls. A gold bracelet, for example, given annually to the girl who passes the best examination in each range, would serve as a great incentive to progress."

I would most strongly urge the employment of Inspectresses of Schools and of a Deputy Inspectress in every Municipality in the Presidency. No real progress will be made in female education till some such step as this is taken. Desultory efforts, such as are now made, do but little good.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Natives have no objection to such schools. Most of the indigenous primary schools are mixed ones.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—A training school for female teachers should be started wherever it is practicable to do so. There should certainly be one in Calicut or some other large town in Malabar.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—Yes, I think so.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—So far as my experience goes, European ladies do not exert themselves much to further female education. Probably a circular letter addressed to the wives of all Civil Servants of Government, Chaplains, and European schoolmasters, pointing out in what way they could help in the good cause, might stir some up to exertion. I believe the reason they do little or nothing in this respect is because they feel nervous and do not know how to set about. There is only one Inspectress of Schools in this Presidency at present. I think if she were to make a tour through the Presidency and get some leading lady at each large station to call a ladies' meeting to listen to a statement from her and to make and receive suggestions, some real good in the desired direction might be effected.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—Salary Grants.—I am decidedly of opinion that the existing salary grant system for high schools and colleges wants remodelling and simplifying. At present no facilities for obtaining grants are offered, but the rules as they stand are obstacles to doing so. I need only point as a proof of this to the correspondence with Colonel Macdonald. At the same time I may remark that the Director's policy is of a more liberal character and more in accordance with terms of the Despatch of 1854. To colleges *lump* grants should be given. Any other form of payment imposes unnecessary restrictions on a college.

Pay of Assistant Masters in Government Schools and Colleges.—I do not think it right, regarding the question from a purely private school point of view, that now that graduates are

so plentiful, the same high rates of pay should be given in Government schools and colleges that were fixed when it was very difficult to obtain qualified teachers. The effect in aided and private schools is obvious—not being able to pay such high salaries they are obliged in many cases to put up with inferior teachers, Government schools drawing away all the best men by the higher rates of pay and other advantages offered. This may be given as a *fifth* reason why the Matriculation classes in aided and private schools are not quite up to the standard reached in Government schools; *four* other reasons will be found in "Educational Papers, pp. 126 and 127 and in my reply to Q. 38." To remedy this state of things I would suggest that the Director of Public Instruction should hold a conference of Principals and headmasters selected impartially from the chief colleges and schools of all classes in the Presidency, discuss this matter fully with them, and then submit a report with his recommendations to Government. Vested interests should not be touched, but the time has come for putting Government and non-Government institutions on a more equal footing in this respect.

Science and Science Teachers.—The University has forced upon all high schools and colleges throughout the Presidency the teaching of science, but no proper means has been taken to supply science teachers. What seems to be required is a school of practical science on a plan of *Naturwissen Schaftliches Seminar* at Bonn, in which men shall not only be taught science themselves but taught to teach it.

Inspectors of Schools.—Much evil has been wrought in the 6th Educational Division by those who have acted for the permanent Inspector, Mr. Garthwaite, either failing to carry out his policy or running directly counter to it. It is all very well for a new permanent Inspector to strike out a new line, but when a man is only acting it seems highly desirable that he should follow in the permanent man's footsteps, not deliberately go to work to upset all that has been done.

Schoolmasters.—I consider that a law should be passed by which no one should be allowed to teach save under a *facultas docendi*. No Barrister is allowed to exercise his profession in India until he has been properly enrolled as an Advocate of some High Court—no Pleader can plead without a sunnad—no Doctor can exercise healing art (in England) unless he is properly qualified, and it is high time that educational quackery should be put a stop to. Education rightly considered is quite as much a profession as Law or Medicine and deserves the attention of the State quite as much. It would not be a matter of insuperable difficulty to prepare a school by which a conditional or unconditional *facultas docendi* should be given to every man aspiring to become a teacher of youth.

Moving Masters from School to School.—It seems to me a great defect in the present Government system of education that men should be moved about so much and sent to districts with the vernaculars of which they are unacquainted. I will enumerate a few instances which have come under my observation.

K. S. Rama Rao, 1st Assistant, Government College, Mangalore, a Canarese man, is now acting Head Master of Karnool in a Telugu District.

V. Raghava Rao, 3rd Assistant Master, Government College, Mangalore, a Canarese man, is appointed permanent 2nd Master of Cuddapah High School, also in a Telugu District.

Mr. J. M. Hensman, permanently appointed Head Master of the Tellicherry High School in Malabar, is a Tamil man.

Mr. D. Joseph, permanent 1st Assistant Government College, Calicut, in Malabar, is a Tamil man.

As a remedy for this state of things the whole Department should be graded.

Educational Conferences.—I think it highly desirable that the Director of Public Instruction should hold educational conferences every two or three years to which Inspectors of Schools and the heads of the chief institutions in the Presidency should be invited. It is not necessary to point out the advantages likely to flow from this.

Educational Report.—The latest Report on Public Instruction that I have been able to obtain is that for 1879-80. The great delay in the issue of these Reports almost entirely destroys their value, and I consider the omission from them of the complete annual Reports of the Inspectors of Schools a great defect. I would strongly recommend the publication of the Inspectors' Reports in a separate form and their thorough circulation in the respective districts to which they have reference if it be found impossible to embody them in the general Public Instruction Report and to bring that out regularly and punctually.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—I think it would be possible to close the College Department of the Government College and to reduce the institution to the grade of a High school without any real detriment to education or any vested interests. By doing this the College Department of the Kérala Vidyásála might be made more nearly self-supporting than it is, and the heavy expenditure on the Government college saved. In the Report for 1879-80 I find the cost of the college department of the Government College stated at Rs. 6,596 and the net cost to Government of educating each pupil at Rs. 305, while the gross cost of the college department of the Kérala Vidyásála was Rs. 6,404, and the cost of educating each pupil Rs. 237-3 (to Government *nil*). I find the average number on the rolls for the year at the Government College was 22, of whom probably not more than 5 or 6 would be excluded from our college classes on caste grounds. Whether Government should keep up such an expensive college for these five or six seems to me questionable.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—The following table shows the measure of success gained by the new class of second grade colleges instituted under Colonel Macdonald's *régime*:—

Institution.	1879.	1880.	1881.	Total.
Berhampore . .	3	4	...	7
Cuddalore . .	...	4	7	11
Salem . .	...	2	3	5
Madura . .	...	...	8	8
Total .	...	...	...	31

To show that private efforts if encouraged might have produced better result I will compare with the above results the outturn of four private and aided colleges started about the same time.

Institution.	1879.	1880.	1881.	Total.
Kérala Vidyásála . .	13	11	27	51
Hindu College, Vizagapatam	...	4	3	7
Do. do., Tinnevelly .	2	1	11	14
Pacheappa's College, Madras	...	...	14	14
TOTAL .	...	...	...	86

Thus in the last three years four *second* grade colleges under independent private management have passed nearly thrice as many First in Arts men as the same number of Government colleges of the same standing. I have no means at my disposal of comparing the expenditure at these colleges owing to the non-issue of the Report on Public Instruction for 1880-81 and 1881-82, but the total cost of educating each pupil was less in 1879-80 at the Kérala Vidyásála than at *any* Government second grade college in the Presidency. (Report on Public Instruction for 1879-80, subsidiary tables, pp. 2—5.) At Berhampore the total cost of educating each college pupil was more than *thrice* as great, and at Salem more than twice as great as at the Kérala Vidyásála. If direct encouragement had been held out to private enterprise at Berhampore and Salem, the outturn of students at these two centres would probably have been greater; it could not well have been less. I have no wish to cast any reflection on the heads of these two institutions, both of whom are personally known to me as experienced and even able educationists. The fault is not in them, but in the conditions under which they are required to labour.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—I do not think there is in this Educational division. Mr. Garthwaite, the permanent Inspector of Schools, has done a great deal to promote elementary education, and could and would have done much more had funds been at his disposal. I have watched the progress of education in Malabar for the last eleven years, and it has been remarkable. The progress of higher education (with which I am more particularly acquainted) serves to indicate the progress of secondary and primary education, and it will perhaps not be out of place for me to give a few facts here relating to Malabar. When I came to Calicut in 1871, there was but one collegiate high school, then called the Calicut Provincial School, now the Government College. It had a college department of 24 and a high school of 67 pupils. There are now *two* second grade colleges and *three* high schools, with the following numbers on the rolls:—

Name of Institution.	College Department.	High School.
Government College . . .	52	91
Kérala Vidyásála . . .	77	112
Basel Evangelical Mission High School	...	47
TOTAL .	129	250

Thus in some ten years the number of college students in Malabar has increased more than *five-fold*, and of those reading in the Calicut high schools nearly *fourfold*. It is almost needless to point out that unless middle and primary education had been fostered to some extent, such an enormous increase of pupils could not have resulted. With regard to the latter part of this question, facts lead me to the conclusion that for institutions educating up to the Matriculation standard trained men very often prove themselves to be the best teachers. Beyond that standard the rule is I think the reverse, but for my own part, as teachers for high school classes, I am, as I have already stated, practically indifferent whether such men are trained or not. If the question is intended to refer to the Inspectors of Schools, then I should most certainly say that men trained in the art of teaching and school management are in most cases to be preferred to untrained and inexperienced men however highly educated. In any case, it seems opposed to all the laws of common sense to get a graduate out from home to place him, all inexperienced and untrained as he is, in charge of a Division, when there are well qualified, trained, and experienced Europeans on the spot. It is quite a different thing when after long experience as teachers in large Indian schools, British graduates are made Inspectors. Experience as a teacher added to ability will often more than make up for the training which is otherwise so valuable.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—It is not in force in anglo-vernacular schools of any grade, but in the lower class of indigenous schools there is generally a post of monitor.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—I am not aware that there is.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—The higher and wealthier classes can well afford to pay enhanced rates of fees, but there would be great difficulty in devising a workable scheme in the direction indicated.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—The fees are still too low to permit of my answering this question in the affirmative, but I can conceive it possible for school-mastering to become at no distant date a profitable profession in Malabar. I am not aware of any schools being now worked by such men in this province, but I have heard of the success of such men in Combaconum. An attempt was recently made by two or three graduates to start a private school in Coimbatore, with what result I do not know. If Government was to come forward and say to such men, 'we are not prepared to give you any grant-in-aid of the salaries of your teachers, but we will, on your undertaking to keep up the school for five years, give you a lump sum of ₹2,000 to 5,000 for the erection, under proper supervision, of a school-house and the purchase of fittings, to take your school under inspection,—to allow

you such result grants as you can earn,—and, as long as you do well, to give you countenance,' I believe dozens of men would at once show themselves eager to open private schools. The building and furnishing a school-house is nine times out of ten the great bar to private educational enterprise. Very few men have sufficient capital to start a high school with. Show them a way to obtain the necessary capital by a Government loan fund or any other means, and the difficulty of getting private persons of good social and educational standing to open schools is more than half overcome.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—I see no objection to the present system of assigning results grants to middle and primary schools, as long as the restrictions under which such grants are to be given are not made unnecessarily severe, and as long as great care is taken to secure *perfect fairness* on the part of the examining officers. I will here state, as briefly as I can, the case of my own institution, the Kérala Vidyásála. In December last I applied to have our primary and middle schools examined for results grants this year. The Acting Inspector of Schools, whose permanent appointment is that of the head master of the Government College, in accordance with section 51 of the Code, sent in a letter with my application reporting against our being allowed to present our classes for examination. The two chief objections taken in the letter were (1) that the Zamorin was the manager, and he, not I, should have made the application; (2) that as there are college classes in the Kérala Vidyásála, its primary and middle schools under section 55 (*'Conditions of aid'*) were not eligible for results grants. Upon the strength of this letter the Municipality refused to place our preparatory and first classes (standards I, II, III) on their list of schools to be examined for grants. Though I presume the Director of Public Instruction had all the objections before him, he has nevertheless (taking a more liberal view of the matter, and knowing the work that has been done by the Kérala Vidyásála), put the school on the list of those to be examined for results grants payable from *provincial* funds. The estimated grant we hope to earn is Rs. 2,570. The money, be it more or less, that is earned will be kept as a fund out of which to pay the salaries of the masters from the upper IVth class (VIIth standard) downwards. With the money thus set free (Rs. 214 per mensem) we propose to raise the Kérala Vidyásála to the rank of a first grade College. It may be urged by some that the object of giving results grants is not to enable men to found colleges. To which I reply that the money earned, whatever it be, will be wholly expended (according to the scheme I have mentioned in my answer to question 12) on the masters who have earned it. I think grants should be given up to certain standards, without the restriction contained in section 55 of the Code, but I would have all Managers when applying for grants send in a statement showing (1) the amount they expect to earn, (2) how they propose to expend the grant when earned. If we expend the money in the Kérala Vidyásála, as I propose to do, it is legitimately spent where it is earned, and we are enabled to give Malabar a first grade college at literally no expense to Government, since in any case the money earned by results would be paid to us.

Ques. 56.—To what classes of institutions do you think that the system of assigning grants-in-aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—I hold that all primary and middle schools should be compelled, if they want grants-in-aid, to submit to examinations for results grants. No salary grants should be given to such schools. The *salary* grant system (provided it takes the shape of *lump* grants) is well adapted for high schools and colleges.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—In colleges and high schools one-third to one-half of the gross expense might be borne by Government, in middle schools one-fourth, and in primary schools one half,—but a great deal depends on whether any great alteration is made in the scale of fees charged. I am looking at the present rates.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—If it were possible to secure teachers possessed of certain fixed qualifications, it would be possible to answer this question satisfactorily, but men's powers of control and teaching vary so much. Some men can control and throw life into classes of 70 or 80 students, while others find it difficult to control and keep awake a dozen boys. To enter a small ill-attended class acts as a damper on some men, while others are nervous and unable to face a large class. There is, or used to be, a rule that no class in a Government *school* (not college) should exceed 35. I believe this rule was made on the supposition that 5 of the 35 would usually be absent (a very high percentage). This rule has long been a dead letter in many Government schools, and was not, I think, ever much attended to in private schools. Many schools habitually have classes of a strength beyond the ability of the majority of Native assistant masters. Without going minutely into my reasons, I will state here that, when we come to consider the heavy paper work on the one hand, and the individual attention which many boys require on the other, no college classes *in India* should exceed 50, except for special lectures, when 100 or more might not be too many. No high school class more than 30 (I have several with more pupils in them). No middle school class more than 20 (I have several with more than 30), and no primary school class more than 15 (I have no class so small). This is all very well in theory, but where are the masters and the extra space and furniture which would be required to carry out my views to come from?

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—The present system of paying and collecting fees is susceptible, in my opinion, of great improvement, and I would make the following suggestions on the subject. Instead of having a sliding scale of fees from class to class, I would have the fees, and admission fees, regulated

according to the grade of schools or colleges, and payable quarterly in advance in high schools and colleges, in other schools monthly as at present. The following table, prepared for a complete anglo-vernacular school of the first mofussil grade, will serve to illustrate my suggestion:—

Class of Institution.	Entrance Fee.	Rate of the Monthly Fee.	Payable.
	R a. p.	R a. p.	
College	5 0 0	5 0 0	Quarterly in advance.
High School . . .	3 0 0	3 0 0	Do.
Middle School . .	2 0 0	2 0 0	Monthly.
Upper Primary School	1 0 0	1 0 0	Do.
Lower Primary School	0 8 0	0 8 0	Do.

I do not think either the scale of fees suggested above, or the mode of payment, would be found to be oppressive, and it has the advantage of being more simple than the present tariff, which in the same class of Government institutions begins at *two annas* and rises gradually to Rs. 4.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—Perhaps it does.

Ques. 61.—Do you think that the institution of University Professorships would have an important effect in improving the quality of high education?

Ans. 61.—I do not think University professorships well suited for India, where the colleges composing the Universities are so scattered.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I cannot say that I think it is. Certainly Principals of colleges of any grade might be left to make the promotions in the schools under their charge, and the head master of a high school is not fit for his post if he is unfitted to regulate his promotions. It would be easy for each Inspector of Schools to call for an annual report from Principals and head masters in his Division as to how the examinations for promotion had been conducted.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—In Calicut a meeting was held at my suggestion in May 1880 and a set of simple rules (marked F) drawn up. These have been fairly well enforced, all things considered. I have however found that when changes take place in the management of a school, the new Manager or head master is rather inclined to set at nought the rules by which his predecessor was guided. There can be no doubt that if some means can be devised for preventing boys from running about from school to school great good will be done to the cause of education. School boys in India are much more their own masters than they are in England, to the great detriment of education generally.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so under what limitations or conditions?

Ans. 64.—I have already partly dealt with this question in my answers to questions 16 and 18, and I think I have shown that the Government mofussil second grade colleges are certainly not *model* colleges at present. The three Government mofussil colleges of the second grade, and of the highest rank, are those at Calicut, Mangalore, and Bellary respectively, and it may not be out of place to compare the results produced in these colleges with three of the leading aided and private *second* grade colleges during the last two years. My figures are taken from the Syndicate's reports on the examinations of 1880 and 1881.

Colleges.	Class.	Results in 1880.	Percentage of Passed.	Results in 1881.	Percentage of Passed.
Calicut	Govt.	5	41·7	9	34·6
Mangalore	Do.	5	33·3	6	37·5
Bellary	Do.	...	...	4	50·
	Total	10	Av. 25	19	Av. 40·7
Kérala Vidyásála	Private.	11	50	27	75
Trichinopoly S. P. G.	Aided.	7	46·7	20	62·5
Noble College, Masulipatam . . .	Aided.	3	50·7	1	16·5
	Total	21	Av. 49·1	48	Av. 51·3

I gather from the *Madras Journal of Education* for 1878, vol. xx, p. 2, and from the Report on Public Instruction for 1879-80, pp. 42 and 43, that the total number of passes in these three Government and private colleges from 1871 to 1879, inclusive, were as follows:—

COLLEGES.

Government.	1871	1872	1873	1874	1875	1876	1877	1878	1879	Total.
Calicut	6	4	8	9	12	2	12	6	7	66
Mangalore	1	4	6	8	4	4	6	9	10	52
Bellary	1	...	3	1	7	5	...	3	2	22
Private and Aided.								Total .		140
[1] Noble College, Masulipatam	3	...	6	2	5	3	3	1	5	28
Trichinopoly S. P. G. . .	...	...	...	4	7	4	2	4	15	36
Kérala Vidyásála . .	...	...	...	...	..	...	...	...	13	13
								Total .		77

[1] I should have substituted Pacheappah's College for the Noble College had it been sufficiently long in existence.

Judging by the success of the private *second* grade colleges throughout the mofussil, I think the statistics I have given go to show that they are rapidly outstripping the long-established and much more expensive second grade Government colleges. In a few years more, when Pacheappah's college has had time to develop itself fully, the comparison is likely to be still more favourable to the non-Government colleges. If the question had reference to high schools, I should be in favour of a model high school being kept up in each district *where one now exists*.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—With Combaconum before one's eyes it is difficult to answer this question satisfactorily. Natives, especially Brahmins, make splendid teachers, and Combaconum has long had the monopoly of all the best Native teaching talent in the presidency—such as Mr. Gopala Row Rai Bahadur, Mr. S. Sheshayya, Mr. Sundara Row, Mr. Srinivasa Iyer, Mr. Hanumantha Row and others; it has been therefore exceptionally well off. My own experience leads me to say that a mixed staff is perhaps the best that can be devised. At Combaconum the present collegiate staff is, I believe, composed entirely of Brahmins. This answers very well there where more than 90 per cent. of the students are Brahmins, but in many places it does not answer to have a Brahmin Principal or a majority of Brahmin assistant masters. The English and Physical Science Professorships should, I think, be held by Europeans, and, generally speaking, so should the History and Mental and Moral Philosophy Professorships. The Professorships of Mathematics and Logic and Natural Science might well be held by eminent Native graduates.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—Take the Trivandram college, where there are two European professors, and the Central college, Bangalore, where the Principal is a European. These are both first grade colleges under Native states, but if we come to second grade colleges in the Madras Presidency, even where they are managed by Native Committees, Europeans and good Eurasian graduates are sought for as Principals in preference to Native graduates. I will name a few such colleges, taken from the list of affiliated second grade colleges found in the University Calendar—*The Hindu College, Tinnevelly; The Hindu College, Vizagapatam; The Kérala Vidyásála, Calicut;* and *Pacheappah's College, Madras.*

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Mahomedans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—I have already in a great measure answered this question in my reply to question 2.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—Yes. Witness the Hindu Colleges at Vizagapatam and Tinnevelly, the Vizianagram Rajah's College, the Kérala Vidyásála and Pacheappah's College, but most of these have European or Eurasian Principals.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—I think they are. I consider that had the late Director of Public Instruction, Colonel Macdonald, taken a more liberal view of the matter, we should now have had a flourishing *first* grade college at Calicut, at very small expense to Government, but the various objections raised by him caused Government to reject our application for a grant. I beg to refer to the correspondence marked A 1—9. For my part the rules have hitherto proved so obstructive that I do not see my way to any further development of the Kérala Vidyásála, though the need for a first grade college on this coast is urgently felt. The present Director's policy seems to be to encourage

us, and to aid in our development, but the grant-in-aid rules want altering and simplifying, so as to make it much easier for properly managed institutions to get both salary and result grants.

Supplementary Question—

**Ques. 71.*—Do you think it advisable that the Director of Public Instruction and the Inspectors of Schools should take a more decided part in assisting to start and organise aided and private high schools and colleges than at present?

Ans. 71.—I do. The Director of Public Instruction and the Government Inspectors seem to me to have hitherto taken too narrow a view of their duties. Whatever becomes of Government colleges and high schools, their services, in probably increasing numbers will always be required, and it should be their aim to do all in their power to assist the efforts of private individuals to start and develop schools. I consider, for example, that Colonel Macdonald, instead of doing all in his power to thwart our efforts to raise the standard of the Kérala Vidyásála, would have acted more in accordance with the spirit of the Despatch of 1854, had he communicated to the Zamorin his wish to have a first grade college opened on this coast, and "held out hopes of Government assistance in doing so," than he did by starting a number of second grade Government colleges, of admittedly an inferior type. The argument he adduces in support of his policy in the matter of the Salem and Cuddalore colleges in his letter to Government of 1st May 1879, No. 1837, paragraph 39, p. 91 of "Educational Papers," applies with even greater force to the necessity that exists for a first grade college on the Western coast. Directors of Public Instruction in this Presidency have hitherto considered it lay with them to take the initiative in starting and raising the standard of Government schools and colleges, but that it was no part of their duty to give any assistance at the birth of a new private institution. A Director of Public Instruction is, or should properly speaking be, a kind of secretary of state for education, able and willing to help on education in every way, and not merely the head of a Government Department, looking with jealous bureaucratic eye on all independent efforts.

* This question was suggested by the witness himself.

APPENDIX TO MR. BARROW'S EVIDENCE.

From CECIL M. BARROW, Esq., B.A., &c., *to* GEO. MCWATTERS, Esq., B.A., *Acting Collector of Malabar,—dated Calicut, 5th September 1879.*

SIR,

With reference to the conversation held with you regarding the Kérala Vidyásála on Wednesday 20th August, I have the honor to submit certain proposals for securing the development and stability of the Institution.

2. The history of the school up to the present time is as follows:—

In June 1877 His Highness the Zamorin Rajah of Calicut, in conjunction with the senior members of his family, determined, on the advice of the Collector, Mr. Logan, to start an English school for the education of the young, Rajahs.

The school was accordingly opened and held in the Talli Palace. In the course of a few weeks about twenty young Rajahs were attending school regularly. This school, named the Zamorin's High School, was placed under my charge. In the same year and month I opened a private school under the name of the Malabar High School which soon had nearly 200 boys on its rolls, and from which 5 pupils passed the Matriculation Examination of 1877, as noticed by the Director of Public Instruction in his letter to Government of 13th December 1878, one being placed in the *first* class,—(the only one from Malabar so placed that year).

After some discussion the Zamorin resolved, at my suggestion, to amalgamate the two schools from the beginning of 1878, and to admit all boys of the Brahmin and Sudra castes to the new school thus formed. This was done, a considerable portion of the Talli Palace being altered, repaired, and set apart for school purposes. The name of the amalgamated schools was, as suggested by the Collector, changed to that of '*Kérala Vidyásála.*'

On the 3rd of August 1878 the Government of Madras passed the following Order (No. 374) on a letter from Mr. Logan, the Collector, bringing to their notice the establishment of the Kérala Vidyásála.

"His Grace the Governor in Council is pleased to express the utmost satisfaction with the enlightened and liberal action of Manavikrama, Zamorin of Calicut, in establishing the Kérala Vidyásála.

"The Acting Director of Public Instruction will, in communication with the Collector of Malabar, submit detailed proposals for a School Library and Apparatus to be presented by Government in recognition of the public spirit of the leading member of native society in Malabar."

On the 13th September 1878 Government passed an additional Order (No. 423) placing the sum of ₹ 1,815-0-0 at the disposal of H. H. the Zamorin for the purchase of a small Library, Physical science apparatus and Physiological Diagrams and Models to be used in the Kérala Vidyásála. Since then a further sum of ₹ 363-3-1 has been sanctioned in G. O. No. 295 of 31st July 1879.

During the year 1878 the School worked with fair success, the average number on the rolls for the year being rather over 200, and the fee receipts averaging ₹ 300 per mensem. At the Matriculation Examination of 1878 only two boys passed out from the school owing to the severity of that year's test. In February 1879 the school was affiliated to the University of Madras and raised to the Grade of a Collegiate school educating up to the F. A. Standard.

The Institution, which is now on a fairly sound and firm footing, is situated in Talli, occupying that part of the Talli Palace which extends the whole length of the eastern side of the great Talli tank.

There are at present 436 boys on the rolls, of whom 41 are in the College Department, 172 in the Upper School (VIth and Vth classes) 134 in the Middle School (IVth and IIIrd classes and 89 in the Lower School (IInd and Ist classes). The School Department has been placed under Government inspection and the Upper 4th and 5th classes go up for the Departmental Comparative Examination.

The average fee collections now amount to rather over ₹680 a month. These, with a grant of ₹370 per mensem from the Zamorin and the members of his family, constitute the whole income of the school.

The teaching staff is a strong one, composed of 4 B. A.'s (including the Principal) 2 F. A.'s, 8 Matriculates and 2 Munshis (Sanskrit and Malayalam).

3. In March last the school was inspected by Mr. S. Seshayya, the Acting Inspector of Schools, from whose report, addressed to the Director of Public Instruction, and dated 8th April 1879, I extract the following remarks:—

"Founded in 1877 by His Highness the Zamorin Maharajah Bahadur for the benefit of the princes of the three Kovilagoms, or palaces of his family, the Kérala Vidyásála has now become the most numerously attended Institution on this coast, and, far from being an exclusive school for the select few of the princely families or the aristocracy, it is sufficiently catholic to admit youths of all castes except those who are on this coast regarded as the polluted.

"The Institution is on the whole as well officered as any Government School of similar position is, or is likely to be.

"The Kérala Vidyásála having been affiliated to the University of Madras and the F. A. Classes, senior and junior, having been opened, it may be said to contain, according to the nomenclature sanctioned in G. O. No. 53 of the 17th February last, a College, a High school, a Middle school, and a Primary school, the four forming a complete whole.

"It would be seen that the senior F. A. class having on the rolls no less than 29 is particularly strong, probably stronger than that of any Institution teaching only up to the F. A. Standard. The comparatively low strength of the junior F. A. class (*now* 12) is to be attributed mainly to the unusually small number that passed the Matriculation Examination of last year. The attendance of the lower classes is all that could be wished. The fees charged are the same as those in Government Schools and it is satisfactory that the collections for March last amount to no less than Rs. 641."

4. About the middle of this year, being desirous of leaving no means untried to secure general efficiency throughout the school, I applied to the Director of Public Instruction to allow our 5th and Upper 4th classes to present themselves for the Departmental Comparative Examination of High schools to be held in November. This permission has been kindly accorded to us in Proceedings No. 3199 P. of 30th July 1879.

5. Matters have thus during a space of two years progressed satisfactorily and the success of the school, as stated in your letter to Government No. 1290 of 5th July 1879, has exceeded "all expectation."

6. We are sending up a large number of boys and young men this year for the Matriculation and F. A. Examinations, and hope to pass a fair proportion of them.

7. Throughout the length and breadth of the British possessions on this coast, in the Madras Presidency, there is no Institution educating up to the B. A. Degree, while on the other coast there are many Colleges from which students can graduate in Arts. I have His Highness the Zamorin's authority for saying that he will personally give every encouragement and assistance in his power towards opening B. A. classes in connection with the Kérala Vidyásála.

Of the young men who annually pass the F. A. Examination an increasingly small proportion go to Madras, many being deterred by the heavy expenses to which they are put. There is, consequently, the greatest difficulty in getting qualified Malayali Graduates to fill masterships in schools and other important posts on this coats, as the supply of such is so small that the Revenue, Judicial, and Registration Departments at once secure their services.

A fair number of young men pass their F.A. Examination annually at Mangalore, but very few indeed of them ever take their degree, as after reaching Calicut, they have still 406 miles farther to go by rail.

Were there a fully developed College on this coast I have little doubt the supply of Graduates would in a few years equal the demand.

Calicut holds a tolerably central position and a B. A. class established here would attract students from Mangalore, Coimbatore, and Cochin, at each of which places there are F. A. classes, while in Calicut itself there are two Institutions educating up to the F. A. Standard.

8. My object, in what I have said above, has been to show the necessity for a fully developed College on this

coast. This being granted I will proceed to show at what a small expenditure to Government such a College can be maintained.

9. In the Kérala Vidyásála, as you are aware from having recently gone over the whole Institution, we have ample accommodation for from 500 to 600 students. Our strength is at present 436. We have a very good little Library and excellent Physical Science apparatus presented by Government, and, lastly, we have a strong staff, which would, however, in the event of our opening B. A. classes, require to be strengthened by *one* Graduate the first year and by *another* the second year,—the two extra College classes requiring two extra men.

10. I now come to the financial question involved. The total extra expenditure would amount to 480 rupees. The portion of the staff that would be affected by the changes is shown below :—

		Present.	Proposed.
		₹	₹
Principal,	B.A. (European) . . .	375	450
1st Assistant,	B.A. (Do.) . . .	(Vacant)	300
2nd ,,	B.A. Madras	120	150
3rd ,,	B.A. Do.	90	100
4th ,,	B.A, Do.	70	75
5th ,,	B.A. Do.	(Vacant)	60
		₹ 655	₹ 1,135

Difference ₹ 480.

11. Now, we may safely calculate on increasing our fees by 100 rupees per mensem, and this, with allowances for fluctuations, would enable us, with a Government grant such as that proposed by the Director of Public Instruction for a College Department, to do all that is required; I would therefore solicit from Government through you a grant from the beginning of next year of ₹ 450. (See para. 9, Director of Public Instruction's letter to Government, dated 13th December 1878.)

12. I do not overlook the fact that Colonel Macdonald in para. 12 of the same letter points out that special schools should in his opinion receive no grants of any kind, but as the Acting Inspector of Schools observes in his report referred to above (para. 3), the school is by no means of an exclusive kind.

13. In connection with the request put forward in this letter I would draw your attention to para. 27 of the Government Order on Education dated 23rd October 1878.

14. Should the Director of Public Instruction, on the one hand, see fit to recommend the grant, and the Government, on the other, to sanction it, we would at once take measures to secure the services of a competent European Graduate as First Assistant through the good offices of Mr. Logan who is now at home and whose interest in the school never flags.

A-2.

From G. McWATTERS, Esq., C.S., *Acting Collector of Malabar, to* C. G. MASTER, Esq., *Chief Secretary to Government, Madras,—dated Calicut, 8th November 1879.*

I have the honor to forward, for the favourable consideration of His Grace the Governor in Council, a letter received from Mr. Barrow, the Principal of the Kérala Vidyásála, Calicut, submitting certain proposals for securing the development and stability of that Institution.

2. I agree with Mr. Barrow in considering that a fully developed College is a great want on the western coast and that this want can be best supplied by adding B. A. classes to the Kérala Vidyásála.

3. The Government grant asked for this purpose is 480 rupees a month from the beginning of next year.

4. If B. A. classes are added to the Kérala Vidáysála I have every reason to believe that the Zamorin will eventually throw them open to all castes and when this is done considerable savings might be effected in the teaching staff of the Government school at Calicut, which is considered by some as too strong at present for the work it has got to do.

5. Mr. Barrow's proposals, if sanctioned, will certainly have the effect he desires of securing the stability of the Kérala Vidyásála, for I believe that save Combaconum there are few places in the Presidency where is better material than at Calicut for the schoolmaster to work with.

A-3.

From L. GARTHWAITE, Esq., *Inspector of Schools, 6th Division, to* C. M. BARROW, Esq.,—*dated 2nd December 1879.*

In a conversation we had the other day you stated that if the competition of the Government school here were withdrawn, you would raise the fees at the Kérala Vidyásála and would in that case be prepared to carry on the school without any Government grant at all. With such a proposal you might I think fairly ask Government to close their school. Are you prepared to authorize me to say that you will take over the work Government is now doing through the Provincial school, *on these terms?*

A-4.

From CECIL M. BARROW, Esq., *to* L. GARTHWAITE, Esq., *Inspector of Schools, 6th Division,—dated 8th December 1879.*

I have the honor to reply to your demi-official note of 2nd December asking whether I would authorize you to say that in case Government were willing to abolish the Government College we should be prepared to provide for higher class education *here without any grant.*

2. We have not yet asked for any Grant for the school Department of the Kérala Vidyásála, nor do we propose to do so, but in my letter of the 5th September to the Collector of Malabar (since forwarded by him to Government) para. 11, we have asked for a Grant of ₹ 450 per mensem for our College Department—which we propose to raise to the B. A. Standard.

3. As nearly as I can calculate the expenditure by Government on the three schools noted below would in case of our being sanctioned be as follows :—

	PER MENSEM.
	₹
Government College (Deducting Fees) .	500
The Kérala Vidyásála (College Department)	450
Basel Evangelical Mission Anglo-Vernacular School	95
TOTAL	1,054

4. If Government were to abolish the Government College we (the Kérala Vidyásála) could not by ourselves undertake to carry on the whole of the higher class education in Calicut, but what part of it we could not provide for, the Basel Evangelical Mission could and would.

5. The cost to Government would then be as fol lows :—

	PER MENSEM.
	₹
The Kérala Vidyásála	450
Basel E. M. School	200
TOTAL	650

As against the amount shown in para. 3 this would be a clear saving to Government (including Library and Prize allowances) of say ₹5,000 a year.

6. To put the matter differently; in round figures the monthly cost to Government of the Government College and Basel E. M. School is at present ₹650, for the same amount a well-officered (see my letter of 5th September, para. 10) non-denominational Grant-in-Aid College of the First-grade and a Grant-in-Aid High school (Missionary) can be supported.

7. I presume of course that in the event of such a plan being carried out, Government would place the furniture, Library and apparatus of the Government College at our disposal.

8. Mr. Schmolck, Mr. Mathiessen, the Rev. Mr. Knoblock and myself have fully discussed what I have said above and we are perfectly at one on the matter. I enclose a note from Mr. Schmolck (the Inspector of the Basel Evangelical Mission Schools) giving in his adhesion to the scheme I have sketched.

A-5.

From the Director of Public Instruction, to the Chief Secretary to Government, Fort St. George,—dated Madras, 4th February 1880.

I have the honor to submit the following remarks on the accompanying letter No. 2374 of the 8th November 1879, from the Acting Collector of Malabar.

2. Mr. Morgan, the Acting Head-master of the Government College, Calicut, points out that the Kérala Vidyásála has been but a very short time in existence and has not as yet been remarkable for its success, only two pupils having passed last year out of a Matriculation class of upwards of 60 pupils drawn from the most intelligent sections of the community. He also observes that the institution is one established primarily for the benefit of His Highness the Zamorin's family and the Namburi Brahmins, and that

although certain other castes are admitted, all low castes are excluded and among others the Tians who are a very numerous and influential class. He remarks that the ground on which the Government College stands was the gift of a Tian gentleman, that a large part of the cost of the building was met by subscription and that several scholarships in connection with the college have been founded by subscription.

3. Mr. Garthwaite observes that there is nothing to show that His Highness the Zamorin has authorised the submission of this application for a Grant-in-Aid, which is not drawn up in accordance with the rules. The Kérala Vidyá-sála, not being open to all castes and creeds can never, in his opinion, adequately replace the Government, and there is no guarantee of its stability. The situation of the Kérala Vidyásála he also considers objectionable. If the Government considers it desirable that Malabar should have a fully developed college, either the Government college could be raised to the B. A. Standard at very little expense by raising the fees and calling on the inhabitants to subscribe for an endowment, or Government might allow the Kérala Vidyásála to develop itself fully and close the Government college, but any middle course seems to Mr. Garthwaite a waste of money and strength. He is opposed to setting two competing institutions to do at double expense to Government what one would in the absence of competition do more efficiently and suggests a further reference to His Highness the Zamorin.

4. Mr. Barrow has addressed a letter to Mr. Garthwaite in which he explains that in the event of the Kérala Vidyá-sála obtaining a monthly grant of R450 per mensem, he could not undertake to carry on the whole of the Higher class education of Calicut, but that such part of it as could not be provided for in the Kérala Vidyásála would be taken up by the Basel Evangelical Mission, provided Government would raise the monthly grant now drawn by the Basel Mission school from R95 to R200 per mensem.

5. The net cost of Government college and school during the year 1878-79 was as follows:—

Gross cost of Calicut college and school	R12,652.	Deduct
School Fees . . .	R6,430 }	
Endowments . . .	„ 399 }	6,829
		5,823

or R485-4-0 per mensem.

6. In the event therefore of Mr. Barrow's proposals being carried out, the financial position of the question will be as shown in the following statement.

PRESENT MONTHLY COST.

	R	a.
Government College and School . .	485	4
Grant to Basel Mission School . . .	95	0
Total .	580	4

PROPOSED MOTNHLY COST.

	R
Grant to Kérala Vidyásála	450
„ Mission School	200
Total .	650

Government would therefore incur a monthly loss of R69-12-0.

7. Instead of an education up to the F. A. standard being open to all classes, the higher castes would be able to prosecute their studies up to the B. A. standard in an institution, which has not as yet been successful in doing the ordinary work of a school, and no Tian would be able to go beyond the Matriculation standard. Even for the Matriculation examination no secular school will be open to the Tian. He would be obliged whether he liked it or not to attend the Mission school.

8. The small success of the Kérala Vidyásála in the last Matriculation examination has been alluded to. The following table shows the result of the work done by this school in the Comparative Examination held in November 1879.

		Fifth Class.	Upper Fourth Class.
Passed	1st Class .	1	1
	2nd Class .	42	24
Failed		30	42
Examined .		73	67

These figures indicate that even the classes below the Matriculation class are very far from being in an efficient state.

9. I have great doubts whether such a College as that proposed by Mr. Barrow will work successfully. The four Senior Teachers will, I presume, be employed in teaching the four College classes. The Principal, Mr. Barrow, is to receive R450. The senior professor who is to be a graduate from Europe is to receive R300. I imagine there will be great difficulty in securing for this salary the services of a really able man for a post of this kind, which leads to nothing. The two next professors, who are to receive R150 and R100 are, I presume, to be natives, but even for natives these are very low salaries for such important duties.

10. I now come to the general question. As far as the native community were concerned, there was no real need for such an institution as the Kérala Vidyásála. An efficient secular institution was already in existence. If His Highness the Zamorin felt inclined to open a special school for his young relatives, it was of course highly proper that he should do so, but I do not see what claim a school of this kind can have to a Grant-in-Aid. The grant of the Hindu Proprietary school was withdrawn a few months ago, because it was not considered right, in the present state of the finances, to expend public money on special schools set up for the benefit of boys belonging to wealthy and aristocratic families. In matters of this kind some consistent policy must be pursued. I am therefore not able to recommend that a grant shall be given to the Kérala Vidyásála.

A-6.

From CECIL M. BARROW, Esq., *to* GEORGE MCWATTERS, Esq., *Acting Collector of Malabar.*

I have the honour to acknowledge the receipt of a copy of the Director of Public Instruction's letter, No. 441 of 4th February 1880, to the Chief Secretary to Government and the G. O. thereon. I accept, as I am bound to do, the decision of Government, but I feel it my duty to point out to you several erroneous and misleading statements on the part of Messrs. Morgan and Garthwaite, and request that as these have been laid before Government to the detriment of the Institution under my care, so also this my reply may be.

2. Mr. Morgan states that in 1878 "upwards of 60 pupils appeared from the Kérala Vidyásála for Matriculation." This is a gross exaggeration. On reference to the original School Register, I find that only 37 appeared,—with my permission at least. Parity of reasoning would show that the Madras Christian College which sent up about 100 pupils that year—a year remarkable for its severity—and only passed 6 or 7, was in a very bad state, when it is known to be the first Collegiate School in the Presidency. The Calicut Government College itself, I may mention, did much worse in point of numbers passed than it had done for 7 or 8 years previously. This fact was carefully overlooked by Mr. Morgan. Then again Mr. Morgan states that one of the objects for which this School was established was the education of the Namburis,—a very laudable and desirable object, no doubt, but a mere figment of Mr. Morgan's brain. Mr. Morgan can know but little about education in Malabar, or he would have pointed out that the number of Tians who in the last 20 years have graduated reaches a sum total of 3! and even of those who have passed the F. A. Examination the number must be very trifling as during the last 4 years, out of 41 who have passed the Examination at this centre only *one* is a Tian.

Mr. Morgan further remarks that all low castes are excluded from the Kérala Vidyásála. I should much like to know if the Government College has or ever had on its rolls any boys of the Washerman, Pariah, or Cheruma 'castes.' We admit all Brahmins and Sudras: there may be 10 per cent. of castes lower than that of Sudra in the Government College, though perhaps not so great a percentage in the High School and College; but whether an expensive Institution should be kept up for such a small number is a matter for consideration. A careful statement, giving the number of low caste boys in all the chief Government Schools in the Presidency, and the percentage of such, would show pretty clearly (I speak from extensive personal knowledge), that as far as *Higher Class* education is concerned it is an utter waste of public money to provide such for these classes of the community.

Mr. Morgan's argument that "several scholarships in connection with the College have been founded by subscription," as a point against giving a grant to the Kérala Vidyásála, seems to me a curious one. What possible objection could there be to transferring, if the Government thought good to do so, these scholarships to the Kérala Vidyásála or any other properly conducted school—unless,

of course, Mr. Morgan holds that the subscriptions for them were raised simply in obedience to the orders of Government, and have therefore become the inalienable property of Government? As a case in point, telling against the inalienability argument, I need only cite the transfer of the Cullen Scholarship (originally held at the Presidency College) to the Maharajah's College, Trevandrum.

Ere closing these remarks on Mr. Morgan's statements, I must express my astonishment that he should have been called on for his opinion about the Kérala Vidyásála, seeing that nothing but a hostile opinion could be expected from him. At the best his opinion could not be of much value, in view of the very slight acquaintance he has with education on this coast. Mr. S. Seshayya, whose acquaintance with Malabar extends over some years, who acted as Inspector of Schools here for some time, and who moreover inspected the Kérala Vidyásála, (which neither Mr. Morgan nor Mr. Garthwaite[1] himself had ever done), might have been able to give more reliable information, or his report on the School might have been resorted to.

3. Mr. Garthwaite begins by throwing doubt on the assertion made in para. 7 of my letter to you dated 15th September of 1879. As Mr. Garthwaite was in Calicut, I regret he did not, previous to sending in his report to the Director take the trouble to see the Zamorin on the subject. I can do no more than assert that the letter was submitted only after full discussion at two lengthy interviews with His Highness, on my part, and at least one between His Highness and yourself, I believe.

As regards the guarantee of stability. In the first place the Zamorin is under an obligation with the University Syndicate to keep up the institution for five years, of which only one has run, and in the next place, the Government might easily make some stipulation, in giving a grant, that so much per mensem should be regularly paid by the Kovilagams. I cannot but remark in this connection that it seems unreasonable to urge a want of stability against the Kérala Vidyásála when grants are given to the Hindu Schools at Masulipatam, Tinnevelly, and elsewhere. The Zamorin and his family afford at least as good a guarantee of stability as Committees of natives of no particular rank. The fact is forced upon my mind that the Educational Department is satisfied with the vaguest appearance of stability where there is a Mission School to be opposed, but where a Government institution is opposed hardly any guarantee is found sufficient.

The Director's letter goes on to state that Mr. Garthwaite is against setting "two competing Institutions to do at double expense to Government what one would in the absence of competition do more effectually." If this argument meets the Director's approval, as it presumably does, a good many Government schools might be closed by carrying out the suggestion to its logical consequences,—and first of all the ground deliberately abandoned by Mr. Powell having been taken up again clearly and solely out of opposition might well be re-abandoned. I refer especially to the re-opening of all classes from the lower IVth to the IInd in the Government College. Not to speak of ourselves, I think it must be clear that for the Educational Department to wink at (for I am told no formal sanction[2] has been given) Mr. Morgan's opening a private school in the Government building, and starting IIIrd and IInd classes on his own responsibility to the actual, though it may be small, detriment of two other schools, the Basel Evangelical Mission School, and the Municipal School, is in direct opposition to the line of policy indicated above. A Government building, if not the time of a Government officer and the money of Government, is utilised for work which has been efficiently done for years by other schools,—especially by the Basel Evangelical Mission school which was in existence before the Government School. The Government is in fact, at this very moment, paying Government Officers and an Aided School to do the very same work. Even leaving out of account the IIIrd and IInd classes, there are still the Lower and Upper IVth classes which run parallel with the classes of the Basel Evangelical Mission School. In any case, this portion of Mr. Garthwaite's argument cannot be held to be of much value when we look at Madras and other large centres, and see the number of competing Schools in receipt of Government grants.

What Mr. Garthwaite means by saying that he "considers the situation of the Kérala Vidyásála objectionable," I am quite at a loss to understand. It is without doubt the very best situation for a school in Calicut, and it seems to have escaped Mr. Garthwaite's memory that one of the arguments he used in urging me to raise our fees to the Government Standard was, that the School being situated in such a favorable locality, we already had a great advantage over the Government Institution. In opposition to Mr. Garthwaite's opinion, I will only put that of the Collector of Malabar, Mr. Logan, who has a thorough acquaintance with the school:—

"The school is held in a portion of the Tali Kovilagam belonging to the Zamorin. This Kovilagam is within a few hundred yards of the main bazaar in Calicut and is situated in the midst of the dwellings of high-caste people, so that boys attending the school are exceptionally well off in the matter of accommodation. *A better situation could nowhere have been found*, and the setting apart of the Tali Kovilagam for School purposes is one among many acts of liberality for which the Zamorin deserves to be most cordially thanked." (See G. O. No 374 of 3rd August 1878.)

4. In the third paragraph of the Director's letter he observes that Government might raise the Government College to the B. A. Standard by "calling on the inhabitants to subscribe for an endowment." There is no doubt that the influence of Government officials would obtain subscriptions, but that, I submit, is only another phase of what some consider the oppressive opposition under which private education labours. If, following the Director's second suggestion, Government would close the Government school and permit the Kérala Vidyásála and the Basel Evangelical Mission High School to develop themselves we should be only too glad.

5. The net cost of the Government College is no doubt correctly stated for the years 1878-79, but the accounts for 1879-80 will I fancy show a very different state of things,[3] and in a matter of this kind, I need hardly point out that the latest information should be used.

6. In paragraph 6 of the Director's letter it is shown that there would be a monthly loss to Government of R 69-12-6 if my suggestions were carried out. In fairness, the whole paragraph of my letter should have been quoted where I show that at an extra charge of R 69-12-6 to Government a fully developed College might be opened on this coast. Should Government open a fully developed College at its own expense and provide an efficient staff, it does not require much argument to show that the cost would be quadrupled—not to speak of the subject of pensions to which the Government officers would become entitled.

The Director's letter to Government having been deferred until the 4th February 1880, might with more justice to the Kérala Vidyásála have been further deferred till the F. A. and Matriculation results of 1879 appeared. I now beg to put on record a comparison of the results produced by the two competing schools as far as such results are known to me. As regards Kérala Vidyásála the figures are accurate, and I have taken pains not to wilfully injure the Government College in the comparison.

Institution.	4th Class Comparative.				5th Class Comparative.				Matriculation.				F. A.					
		Passed.				Passed.				Passed.				Passed.				
	Appeared.	1st Class.	2nd Class.	Total passed.	Appeared.	1st Class.	2nd Class.	Total passed.	Appeared.	1st Class.	2nd Class.	Total passed.	Appeared.	1st Class.	2nd Class.	Total passed.	Total passed in all Examinations.	Remarks.
Kérala Vidyásála	67	1	24	25	73	1	42	43	70	1	29	30	25	1	12	13	111	The Kérala Vidyásála sent up no boys for the Middle School Examination.
Government College	46	2	29	31	41	8	30	38	60	1	25	26	10	1	5	6	101	

[1] Mr. Garthwaite has since inspected the Institution and reported on it favorably.

[2] *Note added 29th July 1882.* Owing to these remarks Colonel Macdonald inserted paragraph 4 (p. 3) into the "Standing Orders," thus creating, at one dash of his pen, "*Quasi* Government classes."

[3] *Note added 29th July 1882.* As I prognosticated, the net cost for 1879-80 was R 7,179 or R1,356 in excess of that for the official year 1878-79. I have based my calculations on the figures given in the Report on Public Instruction for 1879-80 (Subsidiary Tables, pp. 3 and 31.)

The Director must have been aware that we sent up pupils for the Comparative Examination for the first time in 1879 and that we only decided to do so in June. Other schools, Government as well as private, had been sending up pupils for years. In point of numbers passed, the Kérala Vidyásála stands *second* in the Presidency as regards the Fifth Class results, and *fifth* as regards the Upper Fourth Class results,—which for a first attempt can only be considered bad by prejudiced eyes.

7. In para. 9 of this letter the Director questions the efficiency of a staff on the scale of pay proposed by me. The Government scale of pay for Native graduates was fixed years ago when B. A's were as rare as they are now plentiful. One of the greatest difficulties private and aided schools have to contend against is the very high rate of pay given to Native graduates by Government. When good things are scarce, they are dear: when plentiful, "the bent of civilization" is to make them cheap. The only wonder is that aided and private schools are able to get any good teachers, seeing the inducements that are held out by Government in the matter of high pay and pension. Nor should this matter of pension be overlooked, as it too often is, in estimating the cost of a Government Institution to the State. Unless I am wrongly informed, a certain percentage should, under the orders of Government, be added to the current outlay on account of pensions; if, as I believe, the rule is 25 per cent., a school which nominally costs ₹ 400 a month should be estimated at ₹ 500.

Not very long ago a very good master of ours, Mr. Pranatarthihara Iyer, B. A., who was drawing ₹ 70 a month in the Kérala Vidyásála, with which, at starting, he was quite contented, was, only a few months after joining us, offered ₹ 100 a month by the Director. If we can get a man for ₹ 70 a month it is certain that Government can do the same without the offer of an advance of ₹ 30 on what he has been drawing. I am surprised at the attempt to make out that ₹ 150 is inadequate pay for a Native graduate. How many Curates and Assistant Masters in England, graduates of Oxford and Cambridge, have to live on quite as little if not less!—though it is notorious that such men's necessary expenses are far in excess of those of Native graduates. Of course if Government wish, at all hazards, to prefer the plan of direct education to the Grants-in-Aid system they have it in their power, by paying unnecessarily high salaries, to draw away all good teachers from private and aided schools; but I submit that such a course of action cannot be reconciled with the recent orders of the Government or the Despatch of 1854.

8. In the tenth paragraph of the Director's letter, it is stated that "as far as the Native community was concerned there was no real need for such an Institution as the Kérala Vidyásála." This seems to me a very hasty conclusion to have arrived at, and one not consonant with facts; it also seems to indicate that his policy is to defeat the whole plan of the Despatch. However, the Director must now be aware, from having recently visited the schools here, that the Government Institution would actually be unable to undertake the whole of higher class education in Calicut. The following figures show the numbers, as accurately as I have been able to ascertain them, on the rolls of the three chief schools in Calicut.

Institution.	College Department.	Matriculation Class.	V Class.	Upper IV Class.	Lower IV Class.	III Class.	II Class.	I Class.	Total.	Remarks.
Kérala Vidyásála .	50	54	47	52	34	31	27	39	334	
Government College .	40	82	37	52	31	31*	40*	...	313	* Classes recently attached to the Government Normal School.
B. E. Mission High School . . .	None	27	22	25	31	50	60	78	293	
Total .	90	163	106	291	96	112	127	117	940	

In order to provide for the *efficient* instruction of two F. A. classes—supposing them to be equally divided,—containing 45 young men each, and of what would form 4 Matriculation classes, each 40 strong, the staff of the Government College would require to be enormously strengthened. Then again, I cannot quite follow the Director's line of argument as against the Kérala Vidyásála: it is stated that "there was no real need," &c.—in other words His Highness the Zamorin, who acted on the advice of the Collector and who in G. O. No. 374 of 3rd August 1878 received the thanks of Government for his "enlightened and liberal action" has, in his view, acted wrongly in doing the very thing the Secretary of State's Despatch urges him to do. Were this the place to do so, many cogent reasons might be given why the Zamorin's requests should be treated with considerably more deference at the hands of the Director than that bestowed on the ordinary requests of a Native School Committee.

9. As regards the last para. of the Director's letter, I can only say that if Educational Officers persistently refuse to be guided by the Despatch of 1854, and by the repeated orders of Government, notably the order dated 23rd March 1879, private individuals may as well think of withdrawing from all Educational work. The Government has hitherto avowed its desire to encourage their efforts, and they need such encouragement, for, without it, there can be no doubt that they are unable to bear up against the natural and necessary influence of schools that are backed by a Government Department. If such efforts are to be distinctly discouraged instead of encouraged, the attempt to cope with Government Schools can end only in certain failure.

10. I beg to be excused for the length of this letter, which has only been evoked by the many misapprehensions in the Director's letter drawn, as far as I am able to judge in the absence of copies of their letters, from wrong data supplied by Messrs. Morgan and Garthwaite.

A-7.

PROCEEDINGS OF THE MADRAS GOVERNMENT.

Read the following letter from the Acting Collector of Malabar, No. 1120, dated 4th May.

Read also letter from the Director of Public Instruction, Madras, No. 2779, dated 15th June 1880.

* * * *

Order thereon, No. 257, dated 5th July 1880.

A copy of the Director's letter will be furnished to the Collector of Malabar with the remark that the Government see no reason for receding from G. O. dated 21st February 1880, No. 45.

A-8.

From C. M. BARROW, Esq., B.A., *to* G. MCWATTERS, Esq., C.S.,—*dated March 1880.*

With reference to the Proceedings of the Director of Public Instruction, returned herewith, and the enclosed copy of a letter from the Director of Public Instruction, refusing to let me have copies of the correspondence on the ground that you are the proper person to apply for such, I have the honor to request that you will do me the favor of procuring and forwarding me at your earliest convenience copies of Messrs. Morgan's and Garthwaite's letters to the Director of Public Instruction.

2. I shall be highly obliged if you will also favor me with a copy of your letter to Government regarding the grant.

A-9.

PROCEEDINGS OF THE MADRAS GOVERNMENT.

The Collector will inform Mr. Barrow that his application cannot be complied with.

B

[*Extract from the "Malabar Gazette".*]

List of Schools to be examined for results grants in the Central Range, Malabar District, in 1882-83.

(Payable from Municipal Funds.)

General Number for the Range.	Name of School.	Description of Schools.	Responsible Manager.	Name of Masters and nature of Examinations passed by them.	Average number of pupils during the last 3 months.	Probable number of pupils that will be presented for examination in all standards.	Average monthly fee collections during the last 3 months.			Standards for which the pupils will be presented.			Date fixed for Examination.	Remarks.
										I	II	III		
	CALICUT MUNICIPALITY.													
333	Annattu Primary	R. S.	P. Kunnunni Panikkar	P. Kunnunni Panikkar, Unpassed	30	30	3	...	...	16	8	...	21st August 1882.	
334	Putiacherakkal	„	K. Chantu Kunnan Panikkar	K. Chantu Kunnan Panikkar, Unpassed	30	30	3	...	...	15	15	...	22nd „ „	
335	Chengara	„	P. Raman Ezhuttassan	P. Raman Ezhuttassan, Unpassed	38	38	3	...	...	20	...	...	23rd „ „	
336	Anakkulangara	„	K. Ittiri Nayar	K. Ittiri Nayar, Unpassed	42	43	3	...	...	30	3	...		
342	Bassel Mission Boys' Primary school	„	The Revd. L. G. Frohnmeyer	Govinda Menon, Matriculation Moses Arbat, V. Grade Titus Dor, V Grade Samuel Parakandi, V Grade	145	110	35	6	...	30	30	50	21st and 22nd December 1882.	
343	Vellayil Primary for Mapillas	C. S.	E. Krishnan Nayar	E. Krishnan Nayar, Trained V Grade K. Impichikoya, Unpassed	47	45	2	...	...	22	8	10	26th „ „	
344	Kuttichera Primary school	„	Ch. Raman Nayar	Ch. Raman Nayar, Trained IV Grade O. Raman Nayar, Trained V Grade K. Kunnayan, Unpassed	72	95	4	...	...	50	35	10	Do.	
345	Malaparamba	„	Namparu Kuruppu	Namparu Kuruppu, Trained V Grade K. Ukkantan Panikkar, Unpassed	40	58	2	...	...	32	13	8	27th „ „	
350	Nattakkavu	„	K. Ramunni Menon	K. Ramunni Menon, Matriculation K. Chatukutti Nayar, Trained V Grade	38	41	1	8	...	25	10	6		
351	Chalappuram	„	E. Achutan Nayar	E. Achutan Nayar, V. Grade K. Kanaru Pannikkar, V Grade	38	40	...	...	...	15	15	10	28th „ „	A new school.

C

[*Extract from the "Malabar District Gazette."*]

Tabular Statement of Schools required by Section 50 of the Grant-in-Aid Code for 1882-83.

(Relating to Grants Payable from Provincial Funds.)

No.	Names of Schools.	Description of Schools.	Responsible Manager.	Standards for which the pupils will be presented.							Date to be fixed for Examination.	Remarks.
				I.	II.	III.	IV.	V.	VI.	VII.		
	CALICUT MUNICIPALITY.											
333	Annattu Primary	Result.	P. Kunnunni Panikkar	4	2	...	...	...	...	...	21st Aug. 1882.	
335	Chengara	,,	P. Raman Ezhuttassan	18	...	...	...	...	...	...	23rd ,,	
336	Anakkulangara	,,	K. Ittiri Nayar	10	...	...	...	...	...	...		
338	Basel Mission Boarding Girls' school	,,	The Rev. J. Knoblock	25	20	16	9	...	...	...	25th ,,	
339	Basel Mission Primary school	,,	,, ,,	10	...	...	...	...	...	...	26th ,,	
340	St. Joseph's Convent Lower Primary Girls' school	,,	The Rev. Fr. Lazzarini	25	15	10	...	...	...	...	28th ,,	
341	Kerala Vidyasala	,,	C. M. Barrow, Esq.	...	...	...	50	50	60	60	19th, & 20th Dec. 82.	
343	Vellayil Primary school	Ml. Combined.	E. Krishnan Nayar	3	2	...	...	...	...	...	26th ,,	
345	Malaparampa Primary	,,	Nambaru Kuruppu	3	2	...	...	...	...	...	27th ,,	
346	St. Joseph's boys' Middle school	Result.	The Rev. Fr. Lazzarini	...	...	...	...	13	10	9	23rd ,,	
347	Do. Upper Primary	,,		...	...	...	12	...	...	...		
348	Panniankara Girls' school	Salary system.	The President Municipal Commission, Calicut	7	9	...	...	...	...	...	30th ,,	
349	Mananchera Municipal Middle school	,,	,, ,,	...	...	...	46	32	...	...	18th ,,	

D

From the Inspector of Schools, Sixth Division, to the Principal of the Kérala Vidyásála, Calicut.

In reference to your letter of to-day, proposing that the rate of school fees in Calicut be raised, I have the honour to inform you that I shall forward the letter for the Director's favourable consideration on your informing me that the aided schools in Calicut are willing to adopt the new rate of fee which I propose to that of Class A of the Government notification regarding fees. It was on my representation that Calicut was not included in Class A.

Extract from a demi-official letter from the same to the same of the same date.

I wish you to make one alteration in your letter which I should then be able to send up to the D. P. I. with a recommendation that it should have his 'most favourable consideration.' The alteration I want is to substitute 'Calicut' for 'Malabar' throughout. You know Calicut *well*, but I also know the *other parts* of Malabar well.

"Now I know that the rural parts of Malabar in which fees have just been, only this month, raised to the present Government fee—could not stand any further rise for a while. In Cannanore, the whole population is poor—the fees now charged are as much as they can pay. In course of time when the school there lately raised to a High School has consolidated itself, and the Tians have got a firmer hold on Government service, the fees can be raised with safety—but not now. In Tellicherry we have to consider the Tians—as the mission runs an opposition coach in the shape of a non-aided school with very low fees, it is with great difficulty we levy even the present fees. In Palghaut we have an attendance largely consisting of Brahmins of respectable but *poor* families. With great difficulty some of them pay the present fee—and as the attendance there is not so strong as it should be, from causes which I have removed, but the effects of which still remain, I am not prepared to raise the fees there either yet a while."

E

I think it would be well if you would pointedly call the attention of your correspondents in different stations to the remarks made by the Revd. G. M. Rae at the late meeting of the Senate and invite the expression of their opinions on the same. The points raised by Mr. Rae are, I think, of great importance, and, so far as I am concerned, I should really wish to have the opinions of men engaged in educational work as I am. First, with regard to Mr. Rae's statement that the University lists, showing the schools where candidates are educated, are "far from accurate" inasmuch as boys "said they came from schools which never sent them up" I cannot help thinking that Mr. Rae intended a special emphasis on the words *which never sent them up*: for it is well known that the F. C. M. College has the largest classes in the Presidency though it may not *send up* the largest numbers to the Examinations. And this brings me to a point of difficulty and importance. There are certain large schools in the Presidency which are doing a maximum of work on a minimum of expenditure, so far as Government aid is considered. The schools are sometimes very peculiarly placed, inasmuch as they have to keep up the prestige of the past and to look to the expense of the present. Especially at this time when retrenchment is the order of the day, it cannot be wondered at that Institutions which have but a meagre grant from Government should seek to supplement their funds with the fees of students who willing to read in the Matriculation Class, *would* certainly leave the Institution, were they sent to a lower class. I am not now striving to justify the evil system of promoting boys to classes for which they are not fit; but I state a reason why such an evil is in existence and desire that you should invite the expression of the opinions of your correspondents. Of course it is these boys who at the close of the year, or a few months before, are told that they must not present themselves at the ensuing examination; and it is just that these boys who do go in without their Head-master's permission and who may (or perhaps may not, for who can say what the results may be each year?) bring disgrace upon the institution whose name they put down in their applications. Before I suggest certain questions bearing upon this matter, let me premise, that boys such as I now refer to, would, if refused admission to the matriculation class, read privately and though plucked year after year, would still go on in the same way. This I state as an experience of nearly 13 years.

Now, if it be asserted that such boys should be refused, it is as much as to say that the Institutions in question should lose so much in fees; and be it remembered that the point of my position is, that to such schools, *fees are a matter of vital importance.* I think—but I make the suggestion with diffidence—that Institutions in such a position should certainly be more liberally aided; or that they might be allowed to retain *full* classes till the end of the third quarter of the year, that is till September, and then boys considered unfit to present themselves at the ensuing matriculation examination should be struck off their lists, and even if they should (as in all moral certainty they would) present themselves, they should not be debited in the list of failures to the Institutions concerned. To this end of course it would be necessary that all *bonâ fide* candidates sent in from each school should have their names sent in by the Head-master of the Institution. This might be done without prohibiting private students from appearing: only all those who do not send in their names through the head of some accredited Institution should be set down

as "private" I fear I have been somewhat prolix, but the importance of my subject must justify my lengthiness. On the next point I hope to address you shortly.

F

NOTICE.

We the undersigned, Head-Masters and Managers of schools within the Calicut Municipality, have, at a meeting held on 29th May 1880, decided on adopting the following rules regarding the admission of boys from one of our schools into another.

I. No pupil who has been already enrolled for a session at any school shall be admitted to another during that session except under Rule III.

(In the Matriculation and F. A. classes a session shall be reckoned from January to December. In the case of Classes of lower standing there shall be two sessions in the year, *viz.*, from January to the beginning of the hot-weather vacation, and from the re-opening after the hot-weather vacation to December.)

II. Candidates shall not be admitted unless they have paid their fees up to the date of their leaving their former school, in proof of which they should bring certificates. Those who are found after admission to be still in arrears with their fees to their former schools will be required to pay them on pain of immediate dismissal. One day's attendance in any school shall make a boy liable for his fees.

III. Pupils desirous of changing their place of instruction in the midst of a session shall in the first instance assign their reasons for so doing to the Head-master of their own school, and shall not be admitted into any other without producing a certificate from him. Such a certificate, however, he shall be bound to give if the reasons assigned are valid.

IV. When a pupil passes from one Institution to another at any period during the course of the year, he shall on no account be placed in a higher class in the school to which he is admitted than that to which he would have belonged had he continued in his former school.

V. Any boy who is found to have made a false statement with reference to his former school, or to have procured admission by false pretences of any kind, shall be summarily dismissed with forfeiture of whatever fees he may have paid.

VI. The form of certificate to be given under Rules II and III is left to each Head-master's option, but the following is recommended:—

NAME OF SCHOOL.

Certificate granted to.....
A pupil in the.....Class
Fees... .....
Remarks .....

Head-master.

NAME OF SCHOOL.

I hereby certify that (*name*) has been a pupil in this Institution for a period of (*so many years*). He has been reading for (*years, &c.,*) in the (*Third, Fourth, &c.,*) Class, from which he leaves. His fees have all been paid up to date[1]

REMARKS..... .....

[1] This shall be taken to mean "*the date of leaving.*" Rule II.]

Head-master.

(Signed) W. MORGAN,
Head-master, Government College, Calicut.

(Signed) C. M. BARROW,
Principal, Kerala Vidyasala, Tulli.

(Signed) G. T. VURGESE,
Head-master,
and T. MATTHISSEN,
Manager, Basel Evangelical Mission High School, Calicut.

(Signed) O. EHRLE,
Manager, Catholic Boys' School, Calicut.

(Signed) D. KURIYAN,
Head-master, Govt. Normal School, Calicut.

(Signed) S. VENKATACHALAYER,
Head-master, Municipal School, Calicut.

Cross-examination of CECIL M. BARROW, ESQ.

By MR. P. RUNGANADA MUDALIYAR.

Q. 1.—Do the observations contained in your 2nd answer apply generally to the whole Presidency, or only to the 6th Educational Division, Malabar and South Canara?

A. 1.—I am not sufficiently acquainted with the other parts of the Presidency to say whether these remarks apply to the whole Presidency or not; but I find it to be the case practically that boys from the outlying districts of Malabar are unfit for promotion. A boy who has passed the upper primary examination is unfit for the 3rd class, as he does not know English.

Q. 2.—In answer 4 (*a*) you describe indigenous schools as "non-Government or Mission schools." Is it your meaning that while all of them are non-Government schools, some of them are Mission schools?

A. 2.—I mean non-Government or non-Mission schools. All these 350 schools are purely Native.

Q. 3.—In answer 7 you state the limits within which the control exercised by district Committees and Local Boards should be circumscribed. If, as you suggest, the control exercised by these bodies should be confined to the mere assignment of funds in strict accordance with the advice of the Educational Department, is it likely that they would take an active practical interest in the work of education?

A. 3.—The point that I wished to dwell upon is that the appointment of the masters and the salaries they should draw should be in the hands of the Inspectors. If Local Boards are allowed to interfere in such matters, there will be a good deal of useless correspondence.

Q. 4.—In answer 15 you refer to the Rate school at Palghaut having become a Government school. Are you aware that the Rate schools at Palghaut and Saidapet were made Government schools chiefly with a view to enabling the Local Fund Boards of those places to apply the funds at their disposal for educational purposes to primary education, which was their legitimate province, instead of secondary education, which till then had been consuming a large portion of their resources?

A. 4.—I was not aware of that.

Q. 5.—In answer 15 you refer to the transfer of the Brennen High School at Tellicherry from the Basel Mission to Government. It is stated in the Public Instruction Report for 1869-70 that "Brennen's School at Tellichery, under the management of the Basel Mission, can scarcely be said to deserve its position. Indeed, owing to the unfavourable nature of an inspection report received since the close of 1869-70, I (Mr. E. B. Powell) have considered it necessary to call upon the Managers to strengthen the staff of the school *at once*, if they desire to retain the use of the school-house and the endowment left by Mr. Brennen."

The Report for 1871-72 has this, "The Basel Mission having intimated their wish to withdraw from the management of this school and to restrict their operations to middle class and elementary education, the school was, after some correspondence, closed on the 1st March. It has since been placed on the footing of a Zillah school." May I ask you to say whether, under these circumstances, it was undesirable or unjust that Government should take into its own hands the management of a school which drew its resources from an endowment entrusted to Government, and which was pronounced by successive Inspectors of Schools to be most inefficiently conducted?

A. 5.—I am of opinion that great consideration should have been shown to the Basel Missionaries. They were the first to establish schools in Malabar, and I consider a better solution of the difficulty might have been found. The Basel Missionaries might have intimated their wish to give up the school, but it was under a certain amount of pressure.

Q. 6.—In answer 20 you say that "instances have occurred of aid being readily given in support of private *Hindu schools* started in opposition to *Mission schools.*" Is it your opinion that it was inexpedient to help private *Hindu schools* against *Mission schools?*

A. 6.—The main point of the answer is this. I consider it inexpedient that Government should be paying two classes of non-Government schools of about the same standing. I am not however opposed on principle to such grants being given.

Q. 7.—You then go on to say that great difficulties have been raised and grants refused to private institutions, while attempts have been made to start schools in places where Government schools already existed. As several of our witnesses have stated that no attempt has been made by the Natives to start schools where Government institutions already existed, will you kindly state any instances, other than the Kérala Vidyásála, of private institutions being discouraged by departmental action?

A. 7.—There was, I believe, an instance of this kind at Salem.

Q. 8.—In answer 23 you state that the Kérala Vidyásála charges the same fees as the Government College. If the same rate of fees will do at Calicut, where there is an active competition between a Government and a private unaided college, why may not the Government rate of fees for mofussil colleges be charged at St. Peter's College, Tanjore, or the S. P. G. College at Trichinopoly, where there is no such competition?

A. 8.—We are peculiarly favourably situated. Our favourable situation and the fact that we admit only caste-boys counterbalance any disadvantages we should otherwise labour under.

Q. 9.—In answer 32 you refer to certain circumstances that, in your opinion, render Brahmans inefficient as Deputy Inspectors or Inspecting Schoolmasters. Do you intend this remark to be of universal application, or to apply only to Malabar?

A. 9.—No, I intend it to be of universal application. There may be a few exceptions here and there; but Brahmans, as a rule, are rendered unfit by caste prejudices in the way I have described.

Q. 10.—If Brahmans are unfit to be Deputy Inspectors and Inspecting Schoolmasters owing to their caste prejudices, does it not seem to you that most other Hindus also would, for the same reason, be nearly as unfit for these posts?

A. 10.—Yes, I think so.

Q. 11.—In answer 36 you propose that "a Government college and a high school or two—the least successful ones first—should be handed over to private agencies from time to time, *on a five years' trial.*" Why *the least successful ones first?*

A. 11.—That goes without saying. In my opinion the least successful ones should be given up first.

Q. 12.—To put private agencies in charge of the least successful institutions first would be to put them under peculiarly unfavourable conditions. Do you not think it desirable that private agencies should be placed under specially favourable circumstances, such as past success, prestige, and a large income from school fees?

A. 12.—I deny that the conditions are unfavourable. Such unsuccessful institutions could be better conducted by local committees than by Government, for being on the spot, they could take more direct interest in the matter and set right anything that went wrong. There may be a disadvantage as regards the pecuniary question, but that would be more than counterbalanced by the great advantage of being on the spot.

Q. 13.—In answer 38 you say that "the abolition of Government high schools would obviously tend to remedy this defect (the admission of boys unlikely to pass in order to increase receipts from fees) in private and aided schools by giving the heads of them a wider selection of students." Noting that this remedy can apply only to places where Government and private high schools coexist, please state which of the Government high schools you would wish to see abolished for this reason.

A. 13.—There are three high schools at Calicut, which contain in the Matriculation classes a number of boys who are unfit to be in them. I am not advocating the abolishing of Government high schools, but I am only stating a possible result of such abolition.

Q. 14.—In answer 47 you say the time has come for putting Government and non-Government institutions on a footing of equality in the matter of the salaries of teachers, on the ground that Government schools "draw away all the best men by the higher rates of pay and other advantages offered." But in answer 38 you say that you "would certainly keep up one Government high school in each district (where one now exists) as a model to private schools of the same grade—but then it should be a *model*." Will you kindly explain how the Government high schools are to be models without having the best men available, and how the services of such men can be secured without inducement in the shape of a a higher rate of pay?

A. 14.—That is a question which requires some consideration. What makes a school unfit to be a model is very often the fact of the classes being overcrowded. I would then restrict the numbers in these model high schools, and I would not maintain them for ever.

By Mr. Fowler.

Q. 1.—Your second answer appears to be based on the assumption that the main object of primary schools should be to prepare for secondary; but would not such an object unsuit the primary schools for the masses, whose education will be limited to the primary school?

A. 1.—I would have two grades of schools.

Q. 2.—(*A. 7.*) You say: "The funds over which Local Fund Boards have control should be allotted by them strictly in accordance with the advice of the educational officers." Would not such a plan practically leave very little power in the hands of Local Committees?

A. 2.—Yes: it would practically.

Q. 3.—(*A. 22.*) You say: "In the course of a few years if the scale of fees charged be slightly raised, I have no doubt the Kérala Vidyásála could be made self-supporting." Do you mean self-supporting as a second grade college only?

A. 3.—Yes.

Q. 4.—(*A. 29.*) You consider the rule that "no stipendiary scholarships are given to districts in which there are colleges educating up to the B. A. degree" should be expunged. What do you suppose to be the principle on which this rule is based?

A. 4.—I cannot say.

Q. 5.—Was it probably that the more backward districts most needed encouragement?

A. 5.—Yes, perhaps it was; but the encouragement is so slight that it is of no value even to the backward districts.

Q. 6.—(*A. 31.*) You say: "If men are induced to go to Madras, I am at a loss to understand how, without any Malayali boys to practise upon, they are to be efficiently trained." Do teachers of high schools (those in question) teach their classes in English?

A. 6.—Most of the teaching in the upper primary is in the vernacular: above that in English.

Q. 7.—Could not teachers be trained in Madras for classes above the upper primary?

A. 7.—I think not, since the conditions of class management are slightly more severe in Malabar.

Q. 8.—(*A. 32.*) Your answer appears to assume that most Deputy Inspectors are Brahmans. Have you any statistics?

A. 8.—In Malabar, out of three, two are Christians and one a Brahman.

Q. 9.—Are you aware that, in the third Educational Division, of six Hindu Deputy Inspectors, only two are Brahmans?

A. 9.—I was not. The proportion seems to show that the Inspectors consider others better fitted than Brahmans.

Q. 10.—(*A. 33.*) Is it your opinion that the Inspection and examination of schools by Tahsildars would be generally efficient, seeing that they are selected on other grounds than their knowledge of schools?

A. 10.—A vast number of Tahsildars are qualified to examine: but I have recommended inspection only by them.

Q. 11.—(*A. 38.*) You say: "Head masters of private and aided high schools,—I speak from experience,—are compelled to admit boys unlikely to pass, *in order to increase their receipts from fees*." Is it your opinion that head masters act right, and in justice to their boys, when they so act?

A. 11.—Very often unqualified boys pass the comparative examination and we are bound to admit them; but I consider that, on the main point, we can hardly do otherwise. Theoretically it is wrong.

Q. 12.—(*A. 34.*) You say: "The curricula require careful and thorough revision so as to adapt them for all classes of schools—aided and private as well as Government." Is it your opinion that, so revised, the scheme may with advantage be enforced in *all* schools?

Ans. 12.—You cannot enforce it in unaided schools. But in all aided and Government schools I consider it should be enforced if it were properly revised by a Committee of educationists from the chief institutions in the Presidency.

Q. 13.—(*A. 47.*) On what ground should lump grants be given to colleges rather than to high schools?

A. 13.—In colleges there is a great deal of trouble in regulating salaries according to the grant-in-aid system as it now stands.

Q. 14.—(*A. 56.*) Will you kindly explain your exact meaning when you say "with Combaconum before one's eyes, it is difficult to answer this question satisfactorily?"

A. 14.—Combaconum has, for some years, been remarkably successful, while it has had no European at its head, or on its professorial staff.

Q. 15.—But from this it would appear that the question *can* be very satisfactorily answered. Is it not so?

A. 15.—My meaning is that, though Combaconum has been very successful, its circumstances have been exceptional, and no general inference can safely be drawn from it.

By THE REV. WILLIAM MILLER.

Q. 1.—From your answer to question 7 in Mr. Runganada's cross-examination I understand that the point you wish to make is not that you object to the aid given to Hindu schools in opposition to Mission schools, but that you think there should be equal willingness to encourage the opening of Hindu schools in opposition to Government ones. Am I right?

A. 1.—Quite so.

Q. 2.—May I ask whether the figures you give in your answers 22 and 23, refer to the Kérala Vidyásála as a whole, including its college classes, or to the school department only?

A. 2.—They include the present college classes.

Q. 3.—Then may not a similar institution working up to the Matriculation standard only, be made in equally favourable circumstances entirely self-supporting?

A. 3.—Yes, certainly.

Q. 4.—I understand you to say that, though, in the peculiar circumstances of the Kérala Vidyásála, it has been found possible for the non-Government institution to charge the same fees as the Government institution, you hold that, in ordinary circumstances, such equality is not possible. Am I correct?

A. 4.—Yes, our circumstances are certainly peculiarly favourable.

Q. 5.—With reference to your answer to Mr. Fowler's question 12, may I ask whether you think it desirable that the revised curriculum should be enforced upon any managers who disapproved of it?

A. 5.—I can see no hardship in enforcing it if it had been agreed on by a fairly representative committee.

Q. 6.—May I infer that you do see a hardship in enforcing upon managers a curriculum in the drawing up of which managers have had no voice through representatives or otherwise?

A. 6.—Certainly.

Q. 7.—In the event of lump grants being given to colleges, how do you propose to meet the common objection that there would be no guarantee for the State funds being well applied?

A. 7.—I think that this objection throws an undeserved doubt on the Managers of colleges. The presumption is that they would be well applied.

Q. 8.—May I ask whether grading the whole Department, as proposed in your answer 47, would not throw a great obstacle in the way of carrying out the policy of transferring Government schools to bodies of Native gentlemen—which policy is laid down in the Resolution constituting this Commission? How would you obviate this difficulty?

A. 8.—I have not considered the question fully. It seems to me that it would not have such an effect to any great extent.

Q. 9.—May I ask you kindly to explain your answer to question 60 somewhat further?

A. 9.—There are two ways in which neutrality is trenched upon: 1. The Bible is excluded from Government schools, but Hindu books teaching Hinduism are not so excluded. 2. It seems to me that Government says practically "We are neutral as between Hinduism and Christianity, and Hindus and Christians may set up schools of their own as they please." Meantime, Government steps in and sets up schools where no religion is taught, thereby practically cutting away the ground from under the feet of both classes of religionists.

By THE REV. DR. JEAN.

Q. 1.—With reference to your answer 14, could you make some further suggestion as to the sort of members of whom the committees you speak of should be composed, with a view to insure the extension of their action to all the classes of the community, without distinction of caste or creed?

A. 1.—It would be advisable to take one member from each caste or creed as far as possible.

Q. 2.—You say in your answer to question 16 that the three Government high schools at Palghaut, Tellicherry, and Cannanore, and the Calicut College might be handed over to Native committees, and that, if this were done under conditions which you specify, you feel confident the result would be satisfactory. Are you equally confident that Government would readily find Native gentlemen prepared to enter into, and do the business of such Committees?

A. 2.—In Malabar, I am.

Q. 3.—(*A. 20.*) If I may urge a point alerady touched by Mr. Runganadha, considering that it is the avowed policy of Government 1st, that Natives should conduct themselves the work of their children's education; 2nd, that none should be troubled in their religious opinions, and compelled to receive a religious teaching opposite to their religious belief, do you think that Government is not bound to assist Native exertion even when it is in opposition to Mission exertion, even when the latter would suffice to educate all the youths of the town or village?

A. 3.—It may be in opposition to the Despatch; but if Government accepts that principle, it will be equally bound to subsidize private Hindu schools where the complete work is being done by Government schools.

Q. 4.—Referring to answer 21, 1st para., may I understand that the facility you had and would still have to establish higher fees in your institution in Calicut, proceeds from the special position of your pupils, who belong to high and wealthy castes; and that therefore you would not advocate the raising of fees in places where pupils are not in the same conditions?

A. 4.—I would advocate the raising of fees in all well-to-do districts, but not to an excessive extent.

Q. 5.—You say in your answers under 24: "the Government master views with a jealous eye

the progress of any rival private institution." Do you think that there is in this anything peculiar to Government masters? That when two private rival institutions exist in the same place, the one will not generally view with a jealous eye the progress of the other?

A. 5.—It may be so, but I think that the first comer especially regards all subsequent rivals as interlopers.

Q. 6.—(*a*) Referring to your answer 27, I would pray you to specify which three or four subjects you would choose for the Entrance examination.

(*b*) Pupils pursuing their studies up to F.A. and B.A. would then have to take up some new subjects, I suppose, and to begin them *ab ovo?*

(*c*) Are you of opinion that more time should be given to literary composition and less to the study of old words, old prose, and old verse?

A. 6.—(*a*) English, mathematics, history, and geography, and a vernacular or a classical language.

(*b*) Yes, as they do now.

(*c*) Yes, I am.

Q. 7.—Under answer 35 you say that "you cannot really say that after a three years' trial the Middle School examination has done very much to improve the hand-writing of pupils." Though I quite agree with you that a pupil's promotion should not be impeded merely because of his bad hand-writing, I cannot agree with you as to the fact here stated; and I would ask you whether the defect you mention is not to be imputed to the carelessness of the pupils or of their masters?

A. 7.—Most decidedly; but this is owing to he extensive course, which leaves so little time for hand-writing.

Q. 8.—You say under answer 38 that it does not matter an iota to the head of a Government high school whether he has 30 or 60 boys in his Matriculation class, since, many or few, his pay cannot be affected. Do you really think that such a master is anxious only about his pay being paid to him, and quite unconcerned at the number of his pupils passing the public examinations, not caring whether they are few or many?

A. 8.—The point is this: we are obliged in private and aided schools to admit boys who would not be admitted by head masters of Government schools. It would mean a heavy loss of fees to us if at the beginning of the year we rejected boys who were then unfit for the Matriculation class. But Government head masters, looking more to the results than to the fees, would not admit them.

Q. 9.—I suppose you confine your statement about mixed schools (answer 43) to your own district, or at least that you would not extend it to the Tinnevelly, Madura, Trichinopoly, Tanjore, Salem, and other districts.

A. 9.—I am especially speaking of Malabar.

Q. 10.—(*a*) Who, please, should deliver the *facultas docendi* you speak of under answer 47?

(*b*) May I understand that you would deliver it at once to a master actually employed in teaching and doing his work well, whether he be certificated or uncertificated, trained or untrained?

A. 10.—(*a*) To all masters of high schools, the Director of Public Instruction.

(*b*) First I would give a conditional one to every master now employed in teaching, on the supposition that he is fairly qualified.

Q. 11.—(*A. 48*). Do you think that an institution which excludes low caste pupils from its precincts as the Kerala Vidyásála does, is a proper institution for Government handing over its classes to?

A. 11.—There are so few low caste boys who study in the college classes, that for all practical purposes the college classes of the Government College might be at once abolished; and the non-caste boys be sent with scholarships to Madras or some other centre.

Q. 12.—In your answer 54 you say confidently: "If Government were to come forward and say to such men (graduates)...we will, on your undertaking to keep up the school for five years, give you a lump sum of ₹2,000 to ₹5,000 for the erection, under proper supervision, of a school-house and the purchase of fittings, &c." May I understand that you refer only to middle or high schools, and not to colleges?

A. 12.—I refer to high schools.

Q. 13.—Under answer 55. (*a*) May I understand that your institution has been, as regards results grants, exempted from the restriction laid down under No. 55 of the Code?

(*b*) Do you know of any example of such exemptions being granted?

A. 13.—(*a*) I can only presume that the Director of Public Instruction has withdrawn the restrictions.

(*b*) I do not know of any. But I understand that if the high and middle schools were separate from the college buildings, they would be eligible for the grant under the results system.

Q. 14.—Have you remarked that out of the six colleges mentioned by you, No. 66, as employing European men, four are either State colleges, as the Trivandrum and the Bangalore Colleges, or colleges supported by Maharajahs, or colleges with large endowments, as the Zamorin's College at Calicut, and Pacheappah's College at Madras. If so, do your instances afford a sufficient ground to hope that colleges managed by simple Native Committees will command resources enough to employ good European professors for teaching the subjects for which they are deemed necessary, *viz.*, English, Philosophy, Physical, Chemical, and other like Sciences?

A. 14.—I think Native Committees will command sufficient funds to enable them to employ European professors for the subjects for which they are necessary.

Q. 15.—You advocate, I think, the closing of the Government College at Calicut. Do you think that the Native gentlemen who contributed their money for the erection of the Government College at Calicut, would readily consent to its being transferred to another agency?

A. 15.—I do not think there would be any strong objection.

Q. 16.—(*A. 65.*) The reason why Native masters at Combaconum have been so successful, is it not that their choice is exceptionally good, and such as a Government agency alone can make?

A. 16.—Yes, certainly.

By THE PRESIDENT.

Q. 1.—In answer 4 in your evidence you have given us the statistics of indigenous schools for the Central range of Malabar, can you favour the Commission with the figures for the whole of Malabar District?

A. 1.—Yes. I have the pleasure to submit them below.

MALABAR.

Indigenous Schools.

	Not in Municipalities.		Received grants in 1881-82.
I.	Northern range .	231	158
II.	Central range .	306	195
III.	Southern range .	144	120
	Total .	681	473

Q. 2.—With reference to answer 4 and others in your evidence, are we to understand that you think if more funds were rendered available for indigenous education, there would be a large increase of such schools?

A. 2.—Decidedly. That is what I want to convey.

Q. 3.—With reference to your same answers, do you think the Educational Department has ever attempted to foster the indigenous schools on a really popular basis. In clause i. of answer 4 of your evidence do you mean that it has actually "checked" indigenous education?

A. 3.—I mean it has checked indigenous education by starving it. I wish to subjoin a statement showing how the Budget estimates for indigenous education, prepared by the Local Fund Boards, have been cut down by the Government.

MALABAR LOCAL FUND BOARD'S ESTIMATES FOR EDUCATIONAL GRANTS.

For 1882-83.	R
Deputy Inspector's estimates . . .	58,287
Revised by the Inspector . . .	59,126
Do. by Local Fund Board . .	54,890
Do. by Board of Revenue . .	52,070

For 1883-84.	R
Deputy Inspector's estimates . . .	78,407
Revised by the Inspector . . .	73,433
Do. by Local Fund Board . .	60,000
Do. by Board of Revenue . .	...

Q. 4.—With reference to the proposal in answer 8 of your evidence to "enact" safeguards for expenditure, are we to understand that you advocate an Education Act?

A. 4.—Decidedly.

Q. 5.—From the last sentence of answer 15 in your evidence are we to understand that your objection is to the power which Inspectors have of injuring private schools, without any opportunity being given of refuting their charges?

A. 5.—Yes. I myself was quite unable to know what reasons the Inspector of Schools urged against raising the status of the Zamorin College. I was therefore unable to refute them. I hold that such questions should not be settled in the dark. The arguments or accusations of the Inspectors should be made known to the private persons or committees of management who are concerned.

Q. 6.—With reference to your answer 42, will you favour the Commission with the information which you have since collected in regard to indigenous girls' schools in Malabar?

A. 6.—There is a sort of indigenous instruction for girls in Malabar which, however, is more or less confined to the upper and middle classes. Its general character may briefly be thus stated:

The girls, when they are about five year's old, are "put to school," and there is a ceremony usually performed on the occasion. They are then placed, along with boys, under the care of a tutor, who is employed either by their guardians or by a well-to-do family in the neighbourhood, and the instruction imparted consists of lessons in reading, writing, arithmetic, and vocal music.

The usual hours of study are from 6 to 11 A.M. and from 2 to 5 P.M., and the recess allowed in the middle of the day is spent by children in taking meals and homely sports. Very little work is given to pupils to be done at home, and, save a few exercises in copy-writing, there is absolutely nothing to engage their serious attention connected with education out of school hours.

On occasions of special astrological importance, which number about 5 days in a fortnight, the school is closed, and during this period the pupils have very little to occupy themselves with. Some exercises in copy-writing are given, and the work is usually executed on cadjan or palmyra leaves cut and prepared in a peculiar fashion. The place of the rude material is being gradually taken in towns by paper.

Dividing schools into classes, awarding marks and prizes, &c., are quite unknown. Each pupil has task work given him or her. Corporal punishment is greatly resorted to. Altogether the system is rude and unsuited to the present time.

The music portion of the course is taught either by the salaried tutor if he happens to know that science, or by an elderly woman of the house where the former is employed, and sometimes professional musicians (either male or female) are also engaged.

The course of instruction sketched above is, doubtless, of a very rudimentary character, and does not even supply the educational requirements of daily life. Arithmetic is sadly neglected throughout, and there are indeed very few girls who can make out a correct bill of monthly receipts and expenditure of their family.

As stated already, education is afforded only to the children of well-to-do families, and the classes of people which care to receive it are mainly the Sudras. The families of the Nambudiri and other Brahman castes are as a rule comparatively less educated.

Among Sudra females Sanskrit is often taught in addition to other studies, and there are some of the fair sex who can compose ordinary Sanskrit slokas or verses. Music, both vocal and instrumental, too, is taught among the opulent classes.

The case is, however, different with the Moplas. Among them there is a strong antipathy to female education; but this is slowly giving way. Special efforts are made to ameliorate the condition of this class, although they have as yet been very slow to take advantage of the facilities liberally offered to them by the State.

Originally their instruction was more or less of a religious character, but this has since been supplemented by secular studies.

Moplah females with few exceptions are totally devoid of education of any kind properly so called, and it will, I fear, take several years before they can be raised from the depths of ignorance in which they lie buried. The girls in families that can afford it are taught the Koran by rote through teachers called Mollahs.

The teaching staff of the indigenous schools is anything but efficient, and the emoluments which attach to the office are very scanty. Fixed fees for pupils are not charged. The pay of the teacher, which is paid by the family that employs him, varies from 12 to 24 Rupees a year, exclusive of boarding expenses, and he has to content himself

with this paltry sum and with small presents of cloths or money that are made on festive occasions by the parents and guardians of the pupils.

The teachers among Moplahs, as already said, generally come from the class of persons who are known by the name of "Mollahs." Though female education is backward enough in Malabar, the district I believe is far ahead of other parts of the Madras Presidency in this respect.

Very little progress has been made by the Educational Department in *instituting* schools for girls. I am not aware of more than a couple [1] of schools of this description, and even if there be more, I believe they could be counted on one's fingers.

A school lately established at Panniyankara, a suburb of Calicut inhabited by well-to-do Nyars, has 10 or 12 girls attending it. It might, however, have at least three times the number if all who had girls of a school-going age sent them to it. The instruction imparted in this school comprises lessons in English and Malayalam, arithmetic, geography, and needlework, and the teaching staff consists exclusively of respectable and competent females. Despite these advantages the school is in anything but a flourishing condition.

There are a number of Gurukals' schools which are partly under the combined system and partly under the results grant system, and these, I believe, have a bright future, as the Gurukals or teachers have a direct pecuniary interest in their growth and development.

There are some schools purely intended for the education of Christian girls in Cannanore, Tellicherry, Calicut, and Cochin, and these receive grants from Government.

The modifications that appear to be desirable for improving the educational status of the girls lie, in my opinion, in the direction of a more liberal and extended system of results grants. At present there exist a vast number of teachers employed by divers families in the various parts of the country, and it only remains to call into play their dormant energies by holding out to them sufficiently attractive remuneration for their labours. The salary enjoyed by these private teachers is, as already mentioned, very scanty, being often only from 12 to 24 Rupees a year, exclusive of boarding.

By offering sufficient inducements to them the field of the family teachers' labours might be extended, until they developed into village schools which would act on each other and serve as feeders to middle class schools to be established in taluks.

The peculiar custom and prejudices of Malayalees and the isolated situation of their houses which, unlike those elsewhere, are built each in a compound of its own, are in the way of the free development of village schools in rural parts of the district. But there is no help for this.

It is not reasonable to expect the State to take education to the door of each and every individual in the realm: nor is this wanted; much can be done, as I said above, by the development of the results grant system, at least in the more favourably situated localities of the district. The Hindus, and notably the purely Malayalee portion of them, are very conservative in their habits and modes of thinking, and unless the advantages arising from female education are clearly explained and assured to them, they are likely to be slow to give their best thoughts to the subject.

No doubt as education is diffused more and more among men, the want of education among females, who are to be their partners in life, will be felt more and more, and this, I expect, will give a strong impulse to female education.

One thing that suggests itself to me is the desirability of some interest being taken by European ladies in the cause of female education. The wives of Collectors, Judges, and other European officers, as well as those of European merchants, should, to this end, visit Native ladies of position and respectability, and if need be undertake a sort of zenana teaching. If a few ladies could be found philanthropic enough to do this, I have no doubt much good would come out of it.

It would also have a most salutary effect in breaking through the pernicious caste system, which is the enemy of progress.

By mixed schools are meant, I believe, schools in which both boys and girls are taught. These, I fear, are likely to be unpopular, at least, for some years to come. The idea of boys and girls (unless they be very young) sitting promiscuously in a *public* school to receive their education is, repugnant to the feelings of Natives.

It is true that this system obtains in indigenous schools; but then in the case of indigenous schools the children generally belong to the same family, or to families in the immediate neighbourhood and related to one another in various ways, and the pupils very often belong only to certain castes and not to any others, *e.g.*, Brahman and Nayar boys and girls may read together in the same school (up to a certain age at all events), but they would not like to learn with boys and girls of other castes, and so on. This sort of exclusion could not well be maintained in a *public* school.

The best method of providing teachers for girls is by the institution of Normal schools for the training of those who are likely to accept teaching as their profession. Some small stipends should be allowed in order to attract pupils to them, and suitable employments as teachers should be guaranteed to all who shall pass out. At Trivandrum I believe trained Brahman and Nayar female teachers are available, and for the present we might well look to that place to supply us with schoolmistresses.

There are likewise in the district a number of East Indian and Native Christian girls who are competent to teach for some of the lower standards of public examinations, and if they be trained in a Normal school for a short time their services could be utilized with advantage to themselves and the State.

Q. 7.—In answer 70 in your evidence you have deplored the action of the late Director of Public Instruction in the case of the Zamorin College; has that action been since remedied?

A. 7.—No. We appealed against the action at the time, but have not thought it worth while to again raise the question.

Q. 8.—From answer 71 in your evidence, are we to understand that the gist of your complaint is that the Education Department acts as a jealous competitor towards private schools, rather than as a State agency for securing the efficiency of private effort?

A. 8.—That is my most decided opinion. The Department does not look upon education in general as the proper object of its care, but on the

[1] One of these schools, I unedrstand, has been already closed.

increase in numbers and efficiency of its own departmental schools.

Q. 9.—From the long answer which you have given to my sixth question, are we to understand that the department, by insisting on too high standards, by omitting to aid the indigenous system of female instruction in force, and in general, by failing to acquaint itself with that system has tended to discourage female education in Malabar?

A. 9.—I decidedly think so. There are 27,000 females in Calicut; of these, 4,096 should be at school. On the 31st of March last there were only 328 at school.

By THE REV. WILLIAM MILLER (*through* THE PRESIDENT).

Q. 1.—With reference to your answer to Dr. Jean, may I ask whether Government and its officers should not have more eye to the public welfare and less to the welfare of their own schools, than it would be reasonable to expect from those who have only a single institution to care for?

A. 1—Most decidedly.

By MR. P. RUNGANADA MUDALIYAR (*through* THE PRESIDENT).

Q. 1.—With reference to an answer given by you to Mr. Miller, do you mean to say that the principle of religious neutrality requires that Government should set up or maintain no schools or colleges of its own?

A. 1.—I mean that Government should set up no more schools or colleges of its own. I think that with regard to the existing ones, it was wrong to set them up in such large and increasing numbers.

Q. 2.—I gather from the same answer that you think that all that Government could have rightly done was to let the Missionaries and the Native community fight the battle out between themselves, trying to hold the balance even between the two combatants as regards aid and encouragement; and that it was wrong for Government to establish any institutions of its own. If this policy had been adopted, what would the present condition of education in Southern India be?

A. 2.—If the money which has been spent on higher Government education had been spent on lower education, I think instruction would have been as widely spread as at present.

Evidence of THE REV. LOUIS ST. CYR, S.J., *Catholic Missionary, Jesuit Madura Mission.*

Ques. 1.—Please tell what opportunities you have had of forming an opinion on the matter of education in India, and in what province your experience has been chiefly obtained.

Ans. 1.—I have been in India since the year 1841. I was at first a Missioner in Dindigul, where I had two elementary schools in two large villages. In 1845 I was sent to the College of Negapatam, of which I was one of the founders and the Superior for five years. In 1852 I returned to Dindigul, and for 16 years I was the Superior of all the Madura Mission, including the zemindaries of Ramnad and Shevagungah, having to occupy myself with the several elementary schools we had in the district. In 1870 I became simple Missioner in Dindigul, where I had a large elementary school. So my experience has been chiefly obtained in the Zillah of Madura, with occasional visits in the Zillahs of Trichinopoly, Tanjore, and Tinnevelly, and this experience is mostly on elementary education.

Ques. 2.—What was in 1841 and following years the state of elementary education in the provinces chiefly known by you?

Ans. 2.—In all the towns and principal villages there were elementary schools. The masters were generally men of caste, honoured and respected, and in villages they were regarded as men of importance, friends and counsellors of the families, reading and writing letters for illiterate persons, revising accounts, &c. They were admitted in the home of all and ordinarily invited to family holidays. Their conduct was generally irreproachable.

In towns their salary, which was rather low, consisted of a small fee paid by every scholar. In villages the fee was in many cases paid in nature, *viz.*, with grains of different sort. They also received not unfrequently some gratifications in cloths, vegetables, &c., and commonly their condition was comfortable.

These schoolmasters generally obtained a great authority over their scholars. They spoke little and seldom got angry. They sometimes punished bad or lazy boys, but scarcely went beyond due moderation. I have known a schoolmaster who held his school for 40 years in the same village, and during this long timee njoying the esteem and good will of all the inhabitants, and the love of the scholars who had been under his tuition. Sometimes this office of schoolmaster was hereditary in the same family.

Ques. 3.—What was taught in these elementary schools?

Ans. 3.—Invariably the same matters, *viz.*, reading, writing, calculation were taught. They added some easy and popular songs. At first the boys learned letters, uttering them aloud and writing them on sand dust. When the boys knew how to articulate the letters well and write them on dust, they were shown to him written on cadjan leaves, and he was taught to read them and write them in cadjan leaves. In the same manner he was taught syllables and afterwards sentences, at first on sand dust, then on cadjan leaves. In those times printed books were unknown. Such a method was, no doubt, long and tedious and required great patience in the master and great perseverance in the scholar. It was only after 4 or 5 years that the boy could read and write fluently. This would not seem suprising if attention be paid to the difficulties inherent to the languages of the south of India.

Ques. 4.—What about the teaching of calculation?

Ans. 4.—Calculation was taught nearly in the same manner as reading and writing, but it commenced only when the boy had overcome the first difficulties of reading and writing.

It is well known that Indian calculation is entirely taught and learned by memory; so for

addition, subtraction, multiplication, and division, Indians have their methods of going through those operations. Their methods are doubtless less perfect and easy than our European methods, but they appear to please them more and to be more congenial to them. I have met with some headmen of villages, with curnams of the Government who, though they had been taught European methods of calculating in Protestant schools, preferred using their old methods.

Generally the first beginnings of calculation were taught to the boys as sufficient for the ordinary requirements of the life, but some persons learned it in its most difficult parts. I have been acquainted with men who were able to go easily and surely through the most intricate details of the rules of society, squaring and cubing the smallest fractions, &c.

Ques. 5.—Was in these schools the moral and religious training of the boys attended to?

Ans. 5.—As for the moral training it consisted only in learning by heart some simple and easy songs containing the first principles of morality. These songs were like aphorisms easily retained by the boys and fully explained by the schoolmaster. Moreover the schoolmaster made a great stress on the good behaviour of his scholars, and fault committed by them was regarded as a stigma for the school and for the master. As far as I have been able to ascertain the fact, this moral training was generally good, and the boys of a school were easily recognised by their good conduct from the other boys of the same locality.

The religious training was not neglected. The boys were taught some songs relating to the gods honoured in the country and chiefly to local deities. In the top of the cadjan leaves given to them there was always a religious symbol. The boys were taught in general to venerate, to worship, and to fear the divinity. Such a formation was certainly conducive to entertain and to promote the religious instinct so remarkable amongst the Indians.

Ques. 6.—Was the system of pupil teachers or monitors, and of mutual instruction, in force in these elementary schools?

Ans. 6.—Yes, every school had his pupil teacher, or *Sattanpillei* who filled the place of the schoolmaster in his absence, who repeated his lessons, and even taught boys less advanced.

In those schools, chiefly when they were more numerous, the method of mutual instruction was much in use. That is, the boys, according to their degree of proficiency, were divided in several groups at the head of which was a more learned boy who repeated the lessons of the master, and made the boys to repeat what they had learned. So in some schools were seen five, six, &c., of those groups learning and repeating their lessons under the mere supervision of the schoolmaster. In this way a good schoolmaster was able to keep and to teach a large number of boys, *viz.*, 60, 70, and 80.

Ques. 7.—What was the proportional number of boys in those schools, and was the attendance satisfactory?

Ans. 7.—In towns the number of boys was larger. In agricultural districts it was smaller, about 10 per centum.

The attendance, chiefly in villages, was very defective and irregular, and on that account the progress of the boys were rather slow.

Ques. 8.—Were the elements of history and geography taught in those schools, and when taught, do the boys take an interest in them?

Ans. 8.—In most of these schools history and geography were not taught, and when taught Indian boys did not take any interest in them.

Ques. 9.—Are the European methods of teaching elementary schools, as contained in the Standards, appreciated by Natives and regarded by them as preferable to their old ones?

Ans. 9.—My experience has always convinced me that Natives hold fast to their old methods and prefer them to the new ones. And in fact when they are left to themselves and have not in view the grants, they keep their old methods.

Consequently it is my opinion that, even in schools aided in any way by Government, it would be advisable to teach at the same time according to the European and Native methods, chiefly for reading and calculating.

Ques. 10.—Would it be possible, for the purpose of diffusion of instruction, to take advantage of those old schools and schoolmasters, and what steps would it be advisable to take in that direction?

Ans. 10.—I am of opinion that it could be done, and in the following manner:—

1*st.*—When those old schoolmasters agree to conform to the rules for the grants in the results, the matter is easy and must be taken in earnest by the Inspectors.

2*nd.*—When for some reason those schoolmasters cannot or do not wish to conform to those rules, it would be, even then, advisable to encourage those schools, by giving occasionally some gratuities to the masters, on the recommendation of the chiefs and eldermen of the villages. So the masters could be little by little induced to adopt the rules for the grants.

It is to be remarked that since the time that Mission gratuitous schools and other free schools have been established, the number of pure Native schools has sadly diminished, and that many able and good schoolmasters, finding their prospects much lessened, have applied themselves to other business.

Ques. 11.—Had the Government done anything before 1854 for the diffusion of elementary education?

Ans. 11.—Before 1840 the Government had established several primary schools in the province of Madura. But the results having proved unsatisfactory they were all suppressed about that time. Then American Missionaries established some elementary schools which were not very successful and consquently most of them were abandoned.

Ques. 12.—Do now children and their parents show more desire and earnestness for education, and if so from what motives?

Ans. 12.—1*st.*—It cannot be denied that though the people at large remain as yet indifferent about education, there is now a larger proportion of children and parents who show a greater desire and earnestness for education than before, chiefly in villages where are examinations for the grants in the results, and where are able and good schoolmasters.

2*nd.*—This desire and earnestness does not appear to be founded on a wish for moral training and intellectual progress, but in motives of interest in great many, and in others on undefined motives.

Ques. 13.—What is in your opinion the best method for encouraging, promoting, and supporting elementary schools?

Ans. 13.—1*st*—In few cases the system of grant-in-aid could be applied.

2*nd*.—The best method for most of the elementary schools is the system of grants in the results. This method excites admirably the diligence of masters, and more regular attendance of scholars, and a larger exertion of both. But this method must be applied with wisdom, intelligence, and impartiality. To that purpose, established rules must be observed, examinations regularly held and conducted with great justice. All Inspectors and Sub-Inspectors ought to be honourable, conscientious, and upright men. I am happy to say that the few Inspectors with whom it happened to me to deal had these qualities in examining the boys; without being too indulgent, they must not show themselves severe.

Ques. 14.—What should be, in your opinion, the best system to form masters for those elementary schools?

Ans. 14.—Private formation and Normal schools.

1*st*.—Private formation should be for those who do not attend Normal schools, to facilitate to them examination in order to obtain certificate of schoolmaster; should be to induce schoolmasters already teaching to pass those examinations; should be to induce them to prepare their pupil monitors and even some of their most advanced scholars, for those examinations.

2*nd*.—The second method is the establishment of some good Normal school, *viz.*, one in each province or zillah. But in order to be more useful and not to be accused of religious proselytism, such schools ought to be under the direct management of Government. This would not hinder Missionary bodies and others from having their own Normal schools, which could even be aided by Government.

Ques. 15.—What should be the means of supporting these elementary schools?

Ans. 15.—Before answering this question, a remark must be made. It is a fact, unhappily too well ascertained and too general, that the more those schools receive help and support from abroad, the less the inhabitants think they are obliged to contribute for their maintenance. In many instances where the schools have been established by Missionary bodies, the people preferred to see those schools discontinued rather than give any thing for their support. In some places where, before the establishment of those Missionary schools, there were private schools wholly supported by the people, all kind of help was refused to the new schools.

Now, 1*st*.—It cannot be believed that in most cases the *fees* paid by the boys will be sufficient to support the schools. Moreover, those fees will never be regularly paid, and to exact them rigorously would be the same as to shut the schools.

2*nd*.—As may appear from what has been said already, there is no chance that villages would agree to pay collectively the expenses of their schools. They would rather prefer to have no schools.

3*rd*.—Except in a very few instances, it cannot be believed that rich and influential men would be induced to establish and maintain schools at their own expense.

4*th*.—Neither do I believe that a new tax, such as a tax for education, could be established, the people at large being far too poor, and the comparatively new taxes, *viz.*, the road cess and the local fund tax, being already very unpopular.

Finally the practical course in this matter would be in my opinion—

1*st*.—To try by some means to take advantage of the already established village schools, and help them, even without obliging them to conform to established rules.

2*nd*.—To extend the system of result grants as much as possible under careful management.

3*rd*.—For Government to be liberal towards villages which consent to pay a part of the expenses of their schools.

And all this without being in a hurry; things should be allowed to go their way, and time given for public opinion to clear up what is now obscure.

Ques. 16.—Have some classes of Natives a reluctance to frequent certain schools?

Ans. 16.—Hindoos generally are unwilling to frequent schools where Christianism is taught. Mahomedans specially would not go to such schools. In towns and villages where Mahomedans are in number they have schools of their own where Islamism is openly taught and practised.

As for Catholic boys, they cannot and ought not to go to Protestant schools, but they have not the same difficulty in going to Government schools and even to heathen schools, because their faith is there less exposed and their religion less attacked.

Ques. 17.—What is your opinion about the elementary education of Native girls?

Ans. 17.—I confess that I have little experience on this matter, never having been occupied with such schools. Nevertheless I can say:—

1*st*.—That at the time of my arrival in India in 1841, and for more than ten years afterwards, there existed the strongest feeling against schools for girls and in general against any education being given to women, such an education being regarded as contrary to national customs and prejudices, pagoda women being alone allowed to learn anything. So the first schools for girls started by Protestant Missionaries were considered very unfavourably, and men of caste would not have consented to send their daughters thither.

2*nd*.—About 1850 these prejudices against girls' schools began to diminish, but very slowly; people were reconciled with the idea of female education. After 1850 some more girls' schools were started by Protestants and some by Catholic Missionaries. In the period from 1850 to 1870 I do not think that any such school has been established by Hindus or Mahomedans.

3*rd*.—As far as I have been able to ascertain, Protestant schools at that time were nearly solely attended by Protestant girls, and very few Hindu girls frequented them. Catholic schools, chiefly when conducted by Nuns, were regarded with less prejudices, and more freely attended even by Hindu girls.

4*th*.—I believe that mixed schools, *viz.*, when boys and girls are together, are not to be encouraged as contrary to morality and against the feelings and customs of the country.

5*th*.—As for the action of Government in regard to those schools, I am of opinion that pecuniary assistance and other encouragements hitherto granted by Government are sufficient, at least for the present.

6*th*.—For the formation and training of mistresses I have nothing to add to what I have said about the formation of schoolmasters in general, nevertheless I am of opinion that it is to be wished that the number of Nuns, both European and Native, devoted to teaching could be increased, and that the Government should help them liberally as far as regulations allow it.

7th.—I consider that in most of these girls' schools instruction should not go beyond reading, writing, calculation, and common sewing, this being quite enough for the ordinary train of a woman's Indian life.

8th.—Finally, I must add that in girls' schools, even more than in boys' schools, the greatest care should be taken in the selection of books which are placed in the children's hands.

Ques. 18.—Has the Government hitherto done sufficiently to promote high education?

Ans. 18.—First I confess that I am not sufficiently acquainted with that matter, having had no opportunity of occupying myself with higher education since I have left, in 1851, the College of Negapatam. Therefore I should only briefly state my opinion on it.

The Government has certainly done quite enough by the establishment of its several colleges and its grants to other colleges.

Ques. 19.—Must the Government do more for the promotion of high education?

Ans. 19.—No; I think not. *1st*—It must not do more; in education as in other things it is necessary to proceed slowly in order to proceed surely; that is, instead of pushing immediately scholars to higher degrees, it would be better to afford a good grounding education, otherwise education, even of the higher standard, will be superficial.

2nd.—The Government cannot do more on account of economy. The proportion of funds expended already in high education is very large.

Ques. 20.—Can the Government do less for high education, and withdraw entirely or partially from it?

Ans. 20.—My opinion is that the Government cannot do less, and cannot withdraw from high education entirely or partially. The reason is that the honour and the interest of Government are to keep the position in which it has placed itself in regard to high education. It must therefore keep its colleges in order to maintain therein education to its true standard, to inspect and watch the spirit therein prevailing, and to convince people that education is not in its hands a means of proselytism.

Ques. 21.—Should it be advisable to render high education more difficult by raising the fees and making examinations more severe?

Ans. 21.—No; Government ought to adhere to present arrangements, at least for the present.

Ques. 22.—What motives prompt scholars to the high degrees?

Ans. 22.—I am of opinion that, with a few exceptions, motives of interest, that is, the prospective of obtaining good and lucrative employments, prompt scholars towards those degrees, and induce parents to make their children study. Nobody seems to seek their intellectual or moral improvement.

Ques. 23.—Has this high education hitherto contributed to raise the moral and intellectual feeling of the scholars and of the people?

Ans. 23.—Some remarkable men have been formed by such an education, but for the bulk of the scholars the same cannot be affirmed; they remain what they were, and even complaints are made that some have lost thereby in matter of religion and morality.

Ques. 24.—Should it be wise, prudent, and politic on the part of Government to give up its colleges wholly or partly to Christian bodies or societies?

Ans. 24.—I am of opinion that such a step should be exceedingly unwise, imprudent, and impolitic. Besides what I have said in No. 20 such a measure would excite the religious susceptibilities of the population, who would conclude from it that the Government would push them towards Christianity.

Ques. 25.—What is your opinion on the letter addressed by His Highness the Maharaja of Travancore to Sir Grant Duff, on education?

Ans. 25.—I think that it expresses pretty well the opinions and feelings of high classes on this matter.

Ques. 26.—Do graduated scholars find easily good and honourable situations?

Ans. 26.—Those who have interest and protection, those of extraordinary talents, and those who have passed the highest degrees, can obtain easily such situations, but for the largest number of the matriculated it is not the same.

Cross-examination of THE REV. LOUIS ST. CYR.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—With reference to answer 15, am I right in taking you to be opposed to the imposition of a special tax for educational purposes?

A. 1.—I would support these elementary schools out of the existing educational funds, supplemented by Municipal and Local Funds. I am opposed to any system of general taxation for educational purposes.

Q. 2.—In connection with answer 17, may I ask you to state whether you approve or disapprove of Government opening a number of girls' schools in places where female education is in a backward condition?

A. 2.—I am not opposed to such a course where no girls' schools exist at present.

By MR. FOWLER.

Q. 1.—(*A. 6.*) You say the indigenous schoolmaster taught 60, 70, or 80 boys. Was the teaching intelligent, or mainly memory work and repetition?

A. 1.—Repetition, with reading and writing. The system of mutual teaching was then good.

Q. 2.—(*A. 13.*) Is it your opinion that the present result system is well adapted to the promotion of elementary education; and that the main requirements are, not a change of system, but a wise, intelligent, and impartial administration of that in force?

A. 2.—Yes. I believe the result system is the best for villages: but the Inspectors must not show themselves too severe.

Q. 3.—(*A. 19.*) You say "the proportion of funds expended in high education is very large." Are you aware that, looking at the total expenditure on education in 1880-81, the proportion of the expenditure on higher education was only 7·65, while that on primary education was 48·16, and that on middle education 21·58?

A. 3.—I am not aware.

By THE REV. WILLIAM MILLER.

Q. 1.—(*A. 5.*) Let me ask whether in your 5th answer you mean us to infer that there is a

falling off in the attention paid to moral and religious training?

A. 1.—I do not mean that there has been any falling off.

Q. 2.—May I ask whether, in your answer to question 19, you meant to refer to the expenditure not of funds from all sources but of public funds?

A. 2.—I refer to that. Because the expenditure on primary education is comparatively small.

Q. 3.—In your answer to Mr. Fowler's third question you say you are not aware of the proportion of the total expenditure from all sources that is devoted to high education: may I ask whether what you mean is that the proportion of money contributed by Government to higher education is too large?

A. 3.—The actual sum expended is not too large in itself, but it is too large in proportion to what Government spends upon primary education.

By THE REV. DR. JEAN.

Q. 1.—If I understand you rightly, your opinion is that—

(*a*) it is regretable that many indigenous schools which existed in former days have ceased to exist.

A.—Yes.

(*b*) that the close of such schools has been caused in several places by the establishment of Mission schools.

A.—Not by Mission schools as such, but by Mission schools as free schools.

(*c*) that Government should enquire about the indigenous schools that have survived, encourage and assist them, and improve such schools gradually.

A. 1.—Yes, by granting them some assistance on the recommendation of the village chiefs.

Q. 2.—You think that the modes of teaching, and chiefly the methods of calculation used in indigenous schools, should be tolerated at least for a time?

A. 2.—Yes, as long as the people prefer such methods.

Q. 3.—In your answer 18, do you mean that Government should refuse new grants to new private colleges, or refuse to augment the grant of such colleges whose grant is manifestly insufficient?

A. 3.—Government ought not to establish new colleges of its own. But it should assist private colleges, and even augment the grant alloted to one college when it is manifestly insufficient.

Q. 4.—When you say, under answer 20, that Government cannot withdraw from high education entirely or partially, do you mean that Government should retract its policy laid down in Sir Charles Wood's Despatch of 1854?

A. 4.—Not in any way, but it must wait for the proper time to carry it out.

Q. 5.—As you are especially acquainted with Madura, may I ask you how many schools are in the charge of the Roman Catholic Mission in that district?

A. 5.—Boys' schools under the result system 45; schools for girls, 4. Number of boys in boys' schools, 1,485. Number of girls in girls' schools, 105.

By the PRESIDENT.

Q. 1.—May the Commission understand that your experience of forty-one years in Indian education leads you to think that the best method of extending education is upon the basis of the hitherto unrecognised indigenous schools?

A. 1.—Yes, I would take the indigenous schools that remain and aid them.

Q. 2.—Do you think, if the Department were now to recognise these indigenous schools, and to aid them, there would be a large increase of education at a very small cost?

A. 2.—I certainly believe so. For two or three rupees a month Government might support an indigenous school.

Q. 3.—But in order to obtain this large amount of work at so small a cost, must the Department give up its own preconceived ideas, and suit its system to the actual wants of the people?

A. 3.—It must accept the system actually in force in the indigenous schools and improve it.

By MR. P. RANGANADA MUDALIYAR (*through* THE PRESIDENT).

Q. 1.—With reference to your answer to the 3rd question put by Mr. Miller, are you aware that in 1880-81 the expenditure from provincial funds on collegiate education was ₹1,16,932 as against ₹32,935 on primary education, and that ₹4,62,237 were spent on primary education out of Municipal and Local Funds?

A. 1.—Yes.

Q. 2.—Do you under these circumstances consider the proportion of expenditure on the higher education too high?

A. 2.—I refer only to the expenditure strictly by Government.

Evidence of MR. P. RANGAYYA CHETTIAR, B.A., *Superintendent of Vernacular Instruction, Free Church Institution and Madras Christian College.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been an Assistant Professor in the Christian College, Madras, since 1871, and an Examiner for some years in connection with various public examinations. I am also a Member of the School Book and Vernacular Literature Society since 1876.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Some people under a mistaken idea imagine their boys are better and faster instructed at home than at school, and when their means allow, employ private tutors for the purpose. Children under such tuition do in some cases make an apparently fast progress, but the instruction received is not as sound as in schools. In a school there are various influences helping to make instruction thorough; the chief of them being the assemblage in one class of a large number of boys

of various degrees of intelligence, a healthy spirit of emulation engendered in consequence, an interchange of thoughts and ideas, and mutual help in the suggestion as well as solution of difficulties in their studies. For boys of defective intelligence, home instruction is a necessary supplement to that received at school. For those of average capacity home instruction is an effective auxiliary to that in school, and the two strengthen by correcting and improving upon each other. At public examinations, boys who have had home instruction alone compare badly with students from schools, as evidenced by the annual results of those examinations.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—The subjects taught in a primary school must be useful and practical in their character. The most important of them are Reading, Writing, Arithmetic, District Geography, easy lessons on agriculture, and moral sentence book.

I. It is desirable that pupils should practise mental Arithmetic with contracted methods in Multiplication, Division, and Simple Proportion; for instance, to say instantly that a viss of any article is worth twice as many *annas* as a maund of the some is worth *rupees*. Such formulæ may suitably be got from Indian Weights and Measures, and these may be taught to the pupils without their being troubled with how they are *deduced*.

II. It is also desirable to devote a few of the lessons on agriculture recommended above to names of years, months, seasons, and asterisms, &c., of the Hindu cycle explaining the favourableness or otherwise, for purposes of cultivation, of the several seasons under various circumstances on the Indian system.

A few lessons may also be added bearing on the most practical points of hygiene written in a popular style.

III. A collection of moral sentences laconically expressed in the text-book and amply illustrated in the class-room will be made easily impressive on the youthful mind and may prove useful in their after-life.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—In one single district of Tanjore, there are *two* Mission colleges at Tanjore and Negapatam and one Government College at Combaconum. Measures may advantageously be taken to transfer the latter to a private body. It would not be difficult to do so, as the Native community is sufficiently advanced in intelligence, and possessed of means to undertake the maintenance and management of a first grade college. Already a few secondary schools have been established and conducted very successfully by Native agencies. They compete with the Government school. Such agencies will only be too glad to manage a college, if handed over to them, with a liberal grant.

In Calicut, there is one Government College and another is maintained by the Zamorin of Calicut. The former has not been doing as well as the latter. If this, therefore, be aided properly, it will soon prove the expediency of closing the Government College.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

Ans. 19.—Exceptions may be taken to two points in the Grant-in-aid system, as now obtains.

First, to the distinction observed between the holders of Normal certificates, those of ordinary certificates, and those without any *nominal* professional certificates;

Secondly, to maintaining one uniform mode of aid to schools of all grades.

However useful the distinction pointed out in exception 1 may appear to be in the case of Matriculates and F.A.'s, it is totally unnecessary in respect of graduates, for whom a few weeks' experience and study must suffice to acquire all that normal training for a whole year could give.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—It is quite possible. The Christian College at Madras sufficiently well proves it. The conditions are efficient teaching and moderate fees.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—No special normal training is necessary in the case of graduates. It does not on the whole appear to be indispensible.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—The system of school inspection is not quite what it should be. The Inspectors' oral examinations are superficial. But they are not to blame. They have too much work to do.

It may be placed on a sounder footing in the following manner:—

(1) The schools attached to well-conducted first and second grade colleges, such as the Christian and Pachiappah's Colleges, may be completely exempted from Inspectors' examinations. The annual examinations conducted by the Principals and their Assistants are more valuable and testing than the necessarily hurried and superficial examinations held by Inspectors.

(2) In every school there are classes training for the public examinations, lower, primary, upper primary, middle school examination. These classes may be exempted from Inspectors' examinations on the same principle that holds good in the case of Matriculation classes.

(3) Again, all the schools not coming under the first head may be inspected and examined *once in two years*, selecting some for the first year and reserving the rest for the next year and so on; so that each school will have bestowed on its inspection, at a time, twice as much time as at present.

If however there be any indifferent schools among them, they may be examined yearly, treating them as special cases.

From the first and second suggestions it is evident that the Inspector's inspection and examination work will be cut short by about one-half. This saving may therefore be well employed in increasing the allotted sum to inspection schools, coming under the third head.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books or in any other way, such as unnecessarily intefere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—The present arrangements have a beneficial effect on private institutions. They are successfully adopted. Exception has, however, to be taken to the Middle school examination, which is felt to be above the capabilities of the class for which it is intended.

There is a tendency to simplify and chasten the vernacular literature of the day, as may be evidenced by the School Book and Vernacular Literature Society's publications, some of which are prescribed for the University Matriculation examination, though I should like they found a place in the lower examinations, as their scope and character are more adapted to the requirements of those examinations only.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes.

Ans. 37.—In the matter of secondary schools, the Government policy has generally been to *refuse* to establish schools in places where other agencies had established them and were doing as good work as could be done by Government, such as Vizagapatam, Masulipatam, Nellore, Tinnevelly, &c. Those schools received sufficient encouragement from the people, who, however, eventually devised means and ways and did establish their own schools which are now doing well. Some of them indeed have risen into second grade colleges (Tinnevelly and Vizagapatam). Thus, so far as these secondary schools are concerned, the policy of Government has been successful, realising, as it has done, the object enunciated in Government of India's Resolution,—of stimulating Native effort to develop an independent spirit of self-help and self-reliance.

It is a noteworthy fact, however, that such institutions have been started and maintained by Natives only in those places where Missionaries did so, and that where there are Government schools, Native institutions of the kind and indigenous effort have been conspicuous by their absence. This shows that whenever and wherever there was a necessity, the people were equal to the occasion and helped themselves.

In the matter of higher education, no necessity has been felt by the people, as the Government is doing for them all that they need to do for themselves.

It is said that, although one might wish that higher education in the country had been undertaken and maintained by the people themselves, the time for such consummation has not arrived. It is submitted, however, on the strength of the experience in the case of secondary schools, that if Government withdrew from higher education, Native effort would not be wanting to supply the want, under the existing favourable circumstances, there being no lack of qualified men to teach college classes, available at a comparatively moderate expense, or of sufficient enlightenment and spirit of self-help in the more advanced districts of the Presidency.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—I for one do not apprehend any deterioration as suggested. The curricula prescribed by the University for the various examinations are the only guides at present in Government as well as other institutions, in fixing upon subjects of instruction or text-books in the higher classes, and the lower classes are made sufficiently auxiliary and preparatory to the higher ones.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—Yes. A very influential Association was formed last year, whose sole object is to secure the well-being of the physique of the students. Their operations extend over the whole Presidency. As much is expected from the efforts of these benevolent gentlemen, no anxiety need be felt about this part of a boy's education, for the present.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—(1) The Presidency College has a separate chair for Sanscrit with a salary of ₹800 a month, costing nearly ₹10,000 a year. I am constrained to think there is nothing to warrant such expenditure, an idea of the heaviness of which may be formed if we remember that the sum is exactly a *third more* than the Government grant made till recently to the Christian College, the largest aided institution in the Presidency. The vernacular Superintendent must be and is quite able to manage Sanscrit classes also.

(2) There are second grade colleges too in such places as are within easy reach of Madras or Combaconum by rail, such as Salem and Cuddalore. Students from these places can more conveniently come down to Madras than those from Chittore or Nellore. These colleges appear, therefore, to be superfluous. The strength of the college classes there would further indicate that their continuance is not necessary.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—As already suggested, there must be different rates of grant for colleges and schools. In the case of colleges 35 per cent. of the gross expenses would be a fair grant from Government and might be reduceable in course of time to 25 per cent. Deducting the fees which in a well-conducted college amounts to 30 per cent., the remainder, *viz.*, 35 per cent., must be met from endowments, &c. This scale equalises the Government grant with what is contributed by the managers of colleges.

In the case of secondary schools, those in the town of Madras may be allowed a nominal grant,

as they are almost self-supporting. With regard to those in the mofussil, the grants may vary up to one-third of the expenses, according to circumstances of the several districts.

The system of grants, as at present existing, does not guarantee a fair distribution among all institutions. What is proposed here may obviate that difficulty.

Ques. 59.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively ?

Ans. 58.—In the case of colleges, 120. But however in subjects of Mathematics and Practical Chemistry, the class requires splitting up into smaller sections. In case of schools, 40.

Ques. 61.—Do you think that the institution of University Professorships would have an important effect in improving the quality of high education ?

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges ; and if so, under what limitations or conditions ?

Ans. 61 & 64.—The establishment of University Professorships is a desirable object, and this may serve as a suitable model contemplated in question *64*. It is a fact that all the colleges and schools, inclusive of the Presideney College, are equally guided and worked in accordance with the requirements of the local University. This may be seen clearly whenever any changes in the University curriculum are introduced. All the schools and colleges, both at Madras and in the mofussil, make their arrangements simultaneously and send out their pupils together for the next examination, under the revised scheme. Thus no college has served or can serve as a model to others. But, however, if we had University Professors, they could authoritatively lay down what might be required of the affiliated institutions and direct them accordingly.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B. A. standard ?

Ans. 65.—The Principal of a College must be a European Professor. The English and Philosophy Professorships would seem better held by Europeans.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management ?

Ans. 66.—Yes. It is rather necessary to do so.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management ?

Ans. 69.—Yes. Combaconum and Pachiappah's Colleges may be instanced.

Cross-examination of Mr. P. Rungiah Chetty.

By Mr. P. Ranganada Mudaliyar.

Q. 1.—With reference to answer 37, may I ask you to state whether the existence of a Government College in a District or Educational Division has not stimulated Missionary bodies to establish college classes in their institutions quite as much as the existence of Mission schools is alleged to have tended to the establishment of schools under Native management ?

A. 1.—I do not know of any except in Madras City, but even there I do not consider that it was the existence of the Government that has induced the Missionaries to set up one.

Q. 2.—In answer 16, you say that measures may be advantageously taken to transfer the Government College at Combaconum to a private body. In the event of such transfer, have you reason to think that the present high standard of education and culture will be kept up ?

A. 2.—It may not be at the outset, but gradually it will regain that standard.

Q. 3.—Is there any prospect of a portion of the expenditure on the college being met by contributions from private sources ?

A. 3.—I think the Native Agencies will look to it.

Q. 4.—In answer 57 you say the secondary schools in the town of Madras may be allowed a nominal grant, as they are almost self-supporting. Referring to the Public Instruction Report for 1880-81, I find that no secondary school in the Town of Madras can be called self-supporting, excepting perhaps Chengalroy Naik's Middle school, and that that school paid about 38 per cent. of its expenditure out of the interest on endowments. Will you kindly explain your statement ?

A. 4.—I do not say that they are actually self-supporting. In cases where they are not self-supporting, a grant may be given.

Q. 5.—In answer 69 you mention the Combaconum and Pachiappah Colleges as instances of colleges under Native management. The Combaconum College is a Government College which has for some time had a Native Principal. Pachiappah's College is under Native management, but has for some years had a European Principal. Kindly explain the propriety of classing these colleges together.

A. 5.—I did consider these points of difference, but I regarded these colleges practically as Native colleges.

By the Rev. William Miller.

Q. 1.—(*A. 37*). Considering such cases as Coimbatore, Coconada, and others, is not your statement somewhat too broad to the effect that institutions have been started and maintained by Native gentlemen *only* in those places where Missionaries did so ?

A. 1.—I am not aware of the non-existence of any Mission school in Coimbatore.

Q. 2.—Allow me to ask whether you would accept the following as a fair statement of the facts in this matter : that in towns of any size self-help has been almost uniformly developed by the presence of Missionary institutions ; that without the stimulus of missionary example it has been sometimes though but rarely developed ; that in the presence of Government institutions self-help in education is practically unknown ?

A. 2.—That is a fair statement of the facts of the case.

Q. 3.—(*A. 57*). Would it be a more accurate way of stating the facts about the secondary schools in Madras to say that they may soon and easily be made self-supporting ?

A. 3.—I believe so.

By THE REV. DR. JEAN.

Q. 1.—I refer to answer 19 of your evidence. Do you really think that there is such a difference between an F.A. and a B.A. master that while a few week's experience and study, in regard to ability in teaching, may suffice for the latter to acquire all that normal training for a year could give, the former should follow a normal course for a whole year?

A. 1.—I think that there is such a difference between a graduate and a non-graduate as to justify the exemption of the former from a normal training.

Q. 2.—(*A. 32*). You would exempt from inspection such schools as the Free Church Mission school, the Pachiappah's schools, and in general schools attached to well-conducted first and second grade colleges :—

(*a*) Do you imply that when a college is well conducted, the school attached to it is necessarily so?

(*b*) Do you think the exemption you advocate would prove beneficial to the schools enjoying it?

A. 2.—(*a*) I believe so.

(*b*) Anyhow it will not injure the institution.

Q. 3.—Please, could you explain what sort of necessity urged the Natives to start schools of their own in such places as Vizagapatam, Masulipatam, Nellore, Tinnevelly, mentioned by you in answer 57, when Missionaries had previously established their own institutions?

A. 3.—I can only refer to my answer, that whenever or wherever the people felt a necessity they were equal to the occasion and helped themselves.

Q. 4.—You seem to imply in your answer to question 38, that the maintenance of the standard of institution depends solely on the University's fixing the subjects of instruction. But are not the University and the colleges most strictly connected, so that if the teaching in colleges were to become of an inferior quality, the University would be gradually compelled to adapt to it, and consequently to lower its present standard?

A. 4.—I do not think that this need be apprehended.

Q. 5.—Please, in what sense do you understand, in your answer to question 40, that the operations of the associations formed to secure the physical well-being of students, extend over the *whole* Presidency?

A. 5.—I mean generally throughout Madras.

Q. 6.—(*a*) In your answer to No. 40, you imply, I suppose, that the Christian College receives at present a grant considerably higher than the salary of the master for Sanscrit in the Presidency College?

(*b*) Are you aware that the salary of the same master is not inconsiderably higher than three times the grant awarded even at present to a first grade college, *viz.*, to St. Joseph's College at Negapatam?

(*c*) Under the same number you advocate the coming down to Madras of collegiate students from Salem and Cuddalore. Would such students easily find room within the walls of the collegiate classes in the Christian College?

A. *6.*—(*a*) I refer to the last statement I saw. I believe that, as stated in my evidence, the grant to the Christian College has recently been raised.

(*b*) Yes, it is more than three times.

(*c*) I believe so.

Q. 7.—In the case of colleges, is it your opinion that a single master can teach efficiently 120 pupils? Do you mean that he can give sufficient assistance to all his pupils individually, follow the work of each, and give each proper directions?

A. 7.—That depends on the subjects taught.

By THE REV. WILLIAM MILLER (*through* THE PRESIDENT.)

Q. *1.*—(*A. 58*). Do you mean that one Professor can teach 120 students with the help of proper assistants?

A. *1.*—Yes, that is what I mean.

Evidence of JUSTICE T. T. MUTUSAWMY IYER, B.L.,C.I.E., *of the High Court, Madras.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—For some years past I have been a Fellow of the Madras University. I am also a member of the Syndicate. Throughout my service under Government, extending to 28 years, I have watched with interest the progress of education in this Presidency. The largest portion of my service has been in the district of Tanjore and in the town of Madras.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—In devising a sound and comprehensive system of primary education, three things should be steadily kept in view—

I. The final result to be brought about is that village schools ought to be indigenous and become self-supporting.

II. The cost of inspection, supervision, and control should alone be a charge on Local Funds.

III. The grants now made either to create village schools, or to raise their tone, or to keep them up, should decrease from time to time, until they may wholly be withdrawn. I think this final result may gradually be brought about by a well-contrived system of grants-in-aid of indigenous agencies, and by a mode of administration calculated to awaken a direct and personal interest amongst the rural population in the management of primary education. The Educational policy pursued in this Presidency aims in a measure at these ends, and I should therefore say that the system rests on a sound basis.

(2) I am, however, inclined to think that the system requires to be improved before it can be extended up to the requirements of the country. It is supposed in some quarters that existing pyal schools, which are the only indigenous primary schools, are worthless, and that there should be a complete system of Governments chools in their stead. It may be that pyal schools are in their present condition very imperfect, but they ought not in my opinion to be displaced. They should only be changed gradually into trained agencies. This step, it seems to me, is indispensable. There are 55,000 villages in the Presidency. Taking that under a complete system of primary education, there should be, on the average, one elementary school for each village, and that the cost of village school would be, on the average, ₹ 30 a month, the total cost of primary education would be about 200 lakhs of rupees. Apart from other considerations, the cost of a complete system of Government primary schools is an insuperable difficulty, and renders such a system impracticable.

(3) It is, again, suggested by others that Mission schools are another great agency, of which particular advantage should be taken in developing a national system of primary education. Although I received my elementary education in the Mission school at Negapatam, and have, from my youth, regarded with admiration and gratitude the devotion and piety with which great Missionaries labour in India, still I owe a duty to the country to assign to this agency its proper position in a scheme of National education. A Mission school is regarded everywhere and is avowed to be a proselytizing agency, and I have never known such agency to commend itself to a conservative people as a permanent substitute for indigenous agency. I do not however desire to be understood as saying that it is without value. It tends to create and develop a desire among the people to start indigenous schools under a trained agency, and to introduce better text-books in those schools, and every instance of conversion and of domestic sorrow and suffering consequent upon it, and rendered inevitable under the religious system which is still dominant amidst the rural population, gives a fresh impetus to this tendency. The proper value, therefore, to be assigned to Missionary agencies, in a scheme of National primary education, is that they stimulate popular feeling in favour of indigenous institutions under trained agencies. It is especially useful in towns and villages where no Government schools exist in raising the status of the lowest castes, with whom the higher classes do not ordinarily mingle. The conclusion I come to is that the gradual transformation of pyal schools into trained agencies, and the establishment of a certain number elementary schools under the direct management of Local Fund Boards as model schools, is the only sound basis on which a scheme of National primary education could be developed up to the requirements of the country.

(4) Much has already been done in this direction in this Presidency. In 1871-72 there were 5,124 schools, with 135 and 192 pupils, but in 1880-81 the number of schools and pupils has increased to 12,878 and 3,27,806. (See the Report on Public Instruction for 1880-81, page 2.) There has thus been, in the course of 10 years, an increase in the number of schools by 150 per cent.

The extent of work now done by Local Boards in connection with primary education is shown in the Report on Public Instruction, page 172. The total number of aided vernacular schools and unaided schools but under Government inspection is 10,665 with 2,30,000 pupils. The amount of grant from Local Funds and Municipal collections is ₹1,49,521 against 39,726 from the Provincial Funds (page 173). There is still a considerable percentage of indigenous schools not brought under professional inspection and control.

(5) It is said that this can only be the work of time. Some think that the staff of inspecting schoolmasters should be increased. I am, however, of opinion that the best remedy is the scheme of self-government in respect of local matters suggested by your high-minded Viceroy, whose warm interest in the advancement of this country is preparing for him a prominent position among its benefactors.

(6) Another suggestion that has at times been made is that mentioned by Lord Derby in the Despatch of 1859, *viz.*, the expediency of imposing a compulsory rate on the rural population. The history of primary education during the last 28 years shows that it is practicable only up to a certain extent. In 1854 it was thought that, by a liberal system of grants from the general revenues in aid of private efforts, and by measures adopted for improving indigenous schools, adequate provision might be made for establishing a complete system of primary education. In 1859 it was, however, said that a system of grants-in-aid was ill-suited to the extension of Primary vernacular instruction, and that a system of compulsory rates was better fitted for carrying out this object. The outcome of this suggestion was Act VI of 1863. Under this Act a compulsory rate was leviable from the inhabitants of a village when the majority of them applied for its introduction. In seven years the Act was found to have proved a failure. The result produced by it was that there were only 9 out of 19 districts under the Act, and the total number of rate schools in those districts was 104 with 3,665 pupils. The conclusion necessitated by the result of this experimental legislation was that a special educational tax based on the voluntary suggestion of the majority of the rural population was not likely to aid primary education to a material extent. The policy failed because it proceeded on the view that the rural population would tax themselves for obtaining elementary instruction, while, if the desire had really existed, they might have established such schools without any aid from legislation.

(7) The next step was the merging of the Road Cess Act of 1866 and the Act of 1863 in the Local Funds Act of 1871. The policy underlying this enactment was to levy one local rate for all local purposes, including education, and to dispense with the necessity of the rural population coming forward to apply for the levying of such rate. By this Act three taxes were legalised: (1) a cess not exceeding one anna in the rupee on the annual value of all occupied lands; (2), a house-tax ranging from 4 annas to 5 rupees (3), tolls on the carriages and animals at rates ranging from 1 anna to 1 rupee. It was intended that the house-tax should be imposed not generally, but only in villages in which a grant-in-aid school already existed, or in which the rural population were prepared to establish a school, or the

Government might establish a school. Under this Act, 211 'Unions' were formed where rate-schools under Act VI of 1863 existed. In 1873-74 it was found that the house-tax was very unpopular, and it was first ordered to be held in abeyance and then discontinued. With this tax, the Union Fund as a separate Educational Fund disappeared. The only fund since available, in addition to grants made from Provincial Funds, is the proportion of local rates annually spent on education by Local Boards. I subjoin a statement showing the amount of local rate and other local funds realised and the amount spent on education and on other local purposes from 1870-71 to 1879-80 (see page 6). The dilemma in which the past history places us is this. It is on the one hand impolitic to raise the local rate because the people consider this addition to the land-tax which they already pay is too heavy; whilst, on the other, the amount spent on education from local rates is not adequate for the requirements of the country. The question then is how is this difficulty to be overcome since primary education cannot be ignored or overlooked by Government?

(8) It is suggested by some that, as between primary and higher education, the former is more important, and that the funds now devoted by the State to the latter should be diverted in favour of the former. This alternative is presented under two aspects, *viz.*, the abolition of Government colleges, or their transfer to aided private agencies. I, for one, think that a greater blunder cannot be made than abolishing Government colleges. Higher education is a great factor in the cause of progress in India. If this country is ever to become great, it must be through the diffusion of Western knowledge. It is Western literature that must raise the tone of national thought and feeling. It is Western science that must develop the resources of this country and manufacturing and other industries. It is the spirit of Western institutions to which we have to look for the political education of the people in India. In England and other civilised countries in Europe, higher education is to a considerable extent the outcome and measure of national progress, whereas in India it is for the present the cause of progress and a civilising agency, though in all countries, higher education and progress must after a time act upon and be influenced by each other. The peculiar value which higher education possesses at present in connection with national progress should not be overlooked in making a provision for primary education.

(9) As to the proposition that higher education may be transferred to private agencies, these must be either indigenous or Missionary agencies. As to the former, they have not yet come into existence, and as to the latter, they have no legitimate place in a scheme of national education; and further, they carry with them no guarantee of permanency. Taking all education above the 4th Standard as higher education, I may say that high schools are becoming self-supporting. Higher education has created, and is creating, indigenous agencies in connection with high schools. In Combaconum and in Madras, the Director of Public Instruction has considered it practicable to do away with the Junior Departments of the Government colleges. The day is not distant when indigenous agencies will take up the management of high school education, because it promises to become self-supporting and remunerative as a profession. If the fees collected in the Junior Departments of our colleges be taken into account and compared with the expenditure on those departments, it will be found that high school education is wholly or very nearly self-supporting.

(10) As to collegiate education, it must be maintained by the State until it is endowed by the people. In all civilised countries, the history of colleges discloses endowments by kings and by the people. National endowments can only be expected where there is a wealthy middle class or aristocracy imbued with love of knowledge and of its extension. Among educated men, some are becoming wealthy, and in course of time, a wealthy and educated middle class will come into existence. It would be a mistake to anticipate the future prematurely and to injure the cause of higher education. The total cost on Government colleges is only ₹1,50,000 (see Report on Public Instruction, page 183), and their abolition cannot afford any material help towards the extension of elementary instruction. Here I would request permission to refer to pages 5 to 11 of the address delivered by me at the last Convocation, in which I have dwelt on the subject at some length.[1] The best way of overcoming the difficulty seems, therefore, to consist in the introduction of self-government in respect of local matters, including primary education. Under this system of local self-government, sub-circles may be created for each taluq, and the Local Boards for these sub-circles may be made to consist of representative men from every part of the taluq. Thus, the representatives of the rural population may be made to take an active and direct interest in the spread of primary education, and the result, I venture to express a hope, will be the gradual transformation of all indigenous schools in the country into trained agencies supported by fees paid by each village. The cost of extension must in principle come from the rural population, either in the form of a compulsory educational rate or of a voluntary payment in the shape of fees, and the introduction of self-government in respect of education in connection with local matters will, I trust, utilise both sources of income, and lead to the rural population bearing the cost of a complete system of primary education.

(11) The agency of inspecting schoolmasters is doing some good, but they are an inferior class of men. There should be a better and stronger staff provided. If the introduction of a scheme of local self-government were deferred, I would suggest an alternative, *viz.*, the formation of Taluq Sub-Committees of a representative character under Local Boards to promote primary education. The Tahsildar, the District Munsiff, and the Sub-Registrar, who are generally men of education and intelligence, should be in these Committees. The grants made to village-schools should be distributed through them, and their suggestions in aid of primary education should receive special attention from the officers of the Educational Department. Instead of a house-tax, a small addition to the local rate on occupied land, to be called the village rate, may be commended to their consideration, and introduced by Government upon their recommendation in particular villages. The policy as to this village rate should be subject to three conditions. It should be no more than is necessary to maintain an elementary school; it should be with-

[1] *Vide* Appendix.

drawn wherever a village school became self-supporting without it; it should be imposed on the suggestion of the Taluq Committee in particular villages only, and it should be spent by the Committee upon the village from which it is raised. This form of compulsion,—if any compulsion is to be resorted to,—may assist in extending and improving primary education, and in rendering primary schools self-supporting.

(12) A special village rate by the side of a general local rate is to a certain extent anomalous, but it seems to me to be the only mode in which a very useful feature of the ancient village institution can be revived. Under this institution, the schoolmaster, it is believed, was recognised as part of the communal system, and he was remunerated either by a mâniyam or a mêra. He was paid by the village community, and the payment, made in grain or in allotment of land, was limited to what was necessary for his maintenance. There are several reasons why Taluq Sub-Committees with power to create subsidiary village Committees should be brought into existence. They will be better able to adapt the form in which the rate is to be levied to local peculiarities, and to see if it can be averted by raising the fees or inducing rich men to aid the village school by subscriptions and donations. The rural population will also feel that what is taken from them is preserved as a distinct fund and spent upon their children, and that the rate will be collected only until they render the school self-supporting. I must here add that any additional taxation will be unpopular, and that the village rate should be levied only after all that can be done by the State for allocating a reasonable proportion of the local rate now levied to primary education has been done. It will be seen from the statement which I have annexed that in 1879-80, out of a total expenditure from Local Funds of ₹50,82,000, ₹34,57,000 was spent on roads, &c., ₹9,25,000 upon sanitation, and ₹3,85,000 upon education. Although the general impression, when the Local Funds Act was passed, was that a decent proportion of the local rate would be spent on education, it has practically been administered chiefly as a road and sanitation cess. I think that at least one-third of the produce of the local rate should be assigned to Primary Education Fund before deciding upon the assessment of a village rate. Assuming that such an allotment is possible, we shall have about 16 lakhs of Rupees as an annual education fund. By dividing 5 lakhs, the amount spent upon aided schools in 1880-81, by the number of such schools, 6,376, it will be seen that the cost of aiding each school is about ₹7 per mensem, or ₹80 per annum, and that 16 lakhs will enable the Local Fund Boards to aid between 20,000 and 21,000 schools. Another advantage which will result from the formation of Taluq and Subsidiary Committees is the clubbing of several villages where it is practicable. They will also be useful in introducing additional subjects of instruction, and so adapting the instruction to special local requirements. I would therefore submit that the allocation of a larger proportion of local rate to primary education and the formation of Taluq and Subsidiary Committees to administer the educational fund with power to supplement it by a village rate, are the only available means of providing for the cost of primary education. The awakening of a direct and personal interest in the administration of this fund seems to me to be best fitted for ensuring permanency to the system. Here I desire to state that the Municipal collections are not included in the statement which I have subjoined, and they will enable Municipalities to maintain middle class schools for each town in this Presidency. I further hope that in the progress of high education, under-graduates and Matriculates will also become useful in starting village and middle class schools as a profession.

This must be the ultimate result of the competition for employment between graduates and First Arts men on the one side, and Matriculates and middle school students on the other. When this state of things is reached in the progress of education, the grants should decrease from time to time and be ultimately withdrawn and appropriated to the formation and extension of elementary industrial schools for the poorer classes.

Year.	Receipts.			Expenditure.				
	Rates and Taxes.	Other Sources.	Total.	Public Works.	Education.	Sanitation, Health and Charitable Institutions.	Miscellaneous, including advances.	Total.
	₹	₹	₹	₹	₹	₹	₹	₹
1870-71	19,26,273	5,20,089	24,46,362	...	...	...	...	24,76,652
1871-72	23 45,721	15,04,094	38,49,815	38,95,544	1,69,891	1,62,389	39,706	42,67,530
1872-73	38,83,766	19,28,176	58,11,942	42,48,525	3,15,486	2,71,870	1,76,552	50,12,433
1873-74	38,04,978	22,61,590	60,66,568	50,36,706	3,60,102	4,68,660	1,72,008	60,37,476
1874-75	38,69,207	21,07,603	59,76,810	45,81,529	3,28,902	6,10,908	1,37,080	56,58,419
1875-76	37,69,645	23,70,646	61,40,291	47,22,040	4,22,589	7,98,553	2,10,137	61,53,419
1876-77	31,92,180	13,85,548	45,77,728	40,92,713	4,62,036	9,96,919	2,00,282	57,21,950
1877-78	31,97,177	25,31,001	57,28,178	42,89,867	4,46,384	8,70,760	1,54,722	57,61,733
1878-79	39,69,170	36,41,108	76,10,278	46,96,650	3,85,861	9,41,395	1,58,311	61,82,217
1879-80	43,69,857	20,84,939	64,54,796	34,57,907	3,85,481	9,25,329	3,13,677	50,82,394

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary instruction is not sought in villages by Chucklers, Parayas, washermen, barbers, and day-labourers. All other classes seek for it. The former classes do not care for it. I must also add that the parents of boys of the higher classes in villages, such as Brhamins, Vellalars, Mudelliars, Chetties, &c., do not like to see their children mingle with boys of the lowest castes, even at school. This no doubt practically excludes them, and the higher classes do not obstruct the extension of elementary education to all in any other manner. It is due to Mission schools that I should add that where no Government schools exist, the former are specially useful in creating for the

castes mentioned above a status, and providing instruction for them. I may mention as a notable instance the Shanars of Tinnevelly.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools exist wherever there is a demand for primary instruction, and there are such schools in most of the villages in the Presidency. The text-books in use in those institutions are very inferior, the discipline is very bad, and the teachers are men of very poor attainments. These schools should be brought under Government inspection and control by a system of grants to which certain conditions should be attached and through the agency of Sub-Committees and of inspecting schoolmasters acting under Local Fund Boards. Indigenous schools may be turned to good account by making the conditions to our grants such as will gradually transform them into trained agencies. There should also be a Normal school at each Taluq station, so that there may be a growing supply of trained teachers ready to displace the old race of pyal schoolmasters.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home instruction does not prevail to a considerable extent. As a system, I may say it is confined to princes and zamindars who do not like to send their children to schools. A boy educated at home is seldom able to compete successfully with boys educated at schools at the public examinations.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—All ryots and landholders as a rule desire to give some instruction to their children, and wherever the want is felt, elementary schools will be established by the people themselves. This tendency is an indigenous influence which should be carefully nurtured and developed. The form in which it manifests itself is in the existence of pyal schools in many villages in the Presidency. Higher education produces men who start schools as a profession whenever they become self-supporting. There are also Mission schools in some villages. There are Local Fund and Municipal Boards in every district to aid Government in this respect.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—They may be administered by Local Boards. The mode in which grants-in-aid are to be made should be fixed from time to time by the Director of Public Instruction in communication with Government, and it should be made binding upon the Local Boards. The schools should for the present continue to be inspected by the officers of the Educational Department, and their suggestions as to the use of text-books and as to improving the efficiency of the teaching staff ought to be carried into effect by the Boards.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—The cost of education up to the third results standard should be as is the case at present, a charge on the Municipal funds. Power should be reserved to Government to insist on the Boards meeting this charge.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—I would suggest that Normal schools be established at each Taluq station. Prior to the introduction of the results system, the position of village schoolmasters was one of dependence upon some person of influence in the village. Under the result system, their position has improved to some extent. Still their attainments are poor and their influence is small. The establishment of Normal schools would have the way for the transfer of village schools to the management of trained teachers. Higher education is raising throughout the country the dignity of the schoolmaster's position, and a properly qualified and intelligent teacher will therefore continue to rise in public esteem.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The result system as designed for improving the quality of instruction, is no doubt good. I have heard, however, that the results grants are now and then looked upon as money earned by the successful pupil for his master, and the father or guardian of the pupil withholds the payment of the school fee due from him on that ground, and that the amount of fee exhibited in the returns does not always represent actual payments. This evil may be corrected by substituting a grant in the lump instead of so much for each successful student, or a salary grant, wherever there is reason to apprehend that the results grant causes an impediment to regular payment of school fees. But the evil is not general, according to my information, and one which, I think, may be left to be corrected by the Educational Department. Considering, however, that the object to be kept in view is to bring the indigenous schools under Government inspection and control, and

that the system of primary education is still in its infancy, I would prefer a salary grant in those parts of districts where schools have to be created. As both grants are now allowed, it is a matter of detail which may be left to be departmentally dealt with and adjusted to local requirements. As a means of improving the status of schools already brought under Government inspection, results grants, I may say, are on the whole very useful.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and secondly, how they can be gradually rendered more efficient?

Ans. 14.—I would require each Local Fund Board to set apart a reasonable percentage of its annual income as the Primary Education Extension Fund. I would also have the Local Fund Boards invite donations from time to time towards this Fund. To stimulate private benevolence, I would further provide for an endowment grant being made towards this Fund whenever a fresh village school is started with its aid. This appears to me to be the only practicable mode of providing for the extension of primary education in addition to direct aid from State funds. It will enlist private benevolence in its favour, throw its cost on the Local Fund Board in a mode which is least burdensome, and will ensure, though not at once, an adequate extension of primary education throughout the Presidency. I have already suggested the establishment of Normal schools. At present there are but 162 inspecting schoolmasters throughout the Presidency, and the general impression is that they are too few to render their inspection efficient and useful.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the managament of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I am aware of no such instance. The obvious reason is the absence of indigenous agencies competent to take up the management of higher education. In this country the agency itself has to be created by higher education. The wealthier classes have not yet come sufficiently under the influence of higher education. It would be a mistake to make over colleges or high schools to Missionary bodies. The exigencies of the country and the importance of higher education in the interests of progress and good government have rendered such transfer not yet feasible.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—No. The only place where there are several colleges is the town of Madras. But the Presidency College is one which should always be maintained and kept up by Government as a model State college.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the Grant-in-Aid system?

Ans. 17.—I know of no one able and willing to come forward to establish colleges. The only instance in which an attempt has been made is that of Pachiappa's Trustees. Two or three large endowments, made by educated men, have rendered it possible for them to make the attempt. As to the establishment of high schools, graduates have started them as a profession in some of the important towns, such as Combaconum and other places.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—I have discussed the question at some length in the address which I delivered at the last Convocation, and which I here tender in evidence. I do not think that if the Government were to withdraw from the management of a college, it would be kept up by local bodies. The only result would be that the college will be transferred to a missionary body if one is available, or that it will cease to exist.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—Except the lowest castes mentioned in the 3rd answer, artisans and handicraftsmen who prefer industrial training, and rich orthodox families who look up to higher education as one to be sought by those who have no property and who have to earn their livelihood, and the old aristocracy generally, the other classes avail themselves of Government or aided colleges or schools. The wealthier classes are beginning to recognise higher education slowly, but as a means of culture and enlightenment. The fee payable in colleges has been raised from time to time, and as the majority of our students in Government and other colleges belong to the middle classes, I think the fee now fixed is sufficiently high.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—A non-Government institution may become influential and stable though in direct competition with a similar Government institution. Its success will depend on its efficiency. I must also add that the higher classes will generally prefer to send their children to that institution in which the instruction is secular in preference to a Mission college or institution.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—When educated men start several High schools as a profession in an important town, there is at times an unhealthy competition. This has happened at Combaconum. But no special remedy is, I think, needed. The best managed school is in the natural course of things likely to prevail.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives find some employment, though it is only the best and a few that secure very remunerative employment. In England, the Government service, the Bar, the Church, the Navy, the Army, the Railway, the great manufacturing and other industries, and the great centres of commerce provide employment for educated men. In this country, the Government service, the Bar, Educational institutions, Government and aided, the Native States, and the houses of agency in important towns and the Railways, are generally resorted to. There are also cases, though very few, in which sons of wealthy men are content to look after and improve their estates after completing their education. Although it is said that educated men increase year after year and will soon find it difficult to obtain employment, I have no such apprehension. The higher classes are beginning to come under the influence of higher education, and the development of industries and manufactures will, it is hoped, extend the field for employment. Assuming that a time will arrive when higher education will not enable them to find remunerative employment, the number of graduates and under-graduates will then diminish, and the law of demand and supply will operate to fix the proportion on a healthy basis in this as in every other country.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—No doubt the attention of teachers and pupils is directed to the Entrance Examination of the University, but I think, however, it is rightly so directed. It is the capacity to acquire knowledge that is and ought to be cultivated, and I have always found that an educated man under our University system acquires in a much shorter space of time a mastery over details of any technical work which may be entrusted to him in after life than an uneducated man.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—As to those who seek higher education to earn their livelihood, their number will not be too large in the long run. The law of demand and supply will adjust the number of graduates to the wants of the country. As to those well-to-do classes who seek higher education as a means of culture, their number will steadily increase. The proportion will, in my opinion, seldom be in the long run in excess of the requirements of the country.

Ques. 36.—In a complete scheme of education for India, what parts can in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—In a complete system of education the collegiate education should be provided for at the cost of the State. This must continue to be the case until endowed national colleges come into existence. Even when they spring up, the State must keep up a model college. The Government should gradually withdraw from the management of high schools, as they are started by educated men as a profession. The middle schools may be left to be supported by the Municipalities up to the fourth standard, and the village schools by the Local Fund Boards. In so far as the Local Fund Boards are unable to provide for a complete system of primary education, I think the State, aided as far as practicable by the local and village rates, should bear the expense, at all events for the present, and gradually transfer the burden to the Local Fund Board. Here I would venture to suggest an Education Act, in view to our policy being placed on a progressive and permanent footing in relation to higher, secondary, and primary education.

As to Collegiate Education.

(1). The Act should provide for the permanent maintenance in the Presidency towns of a State college as a model college. This step is necessary to prevent the deterioration of the standard of higher instruction in the Presidency.

(2). It should also provide for the maintenance of the existing Government colleges until endowed or aided colleges take their place. This is necessary not to arrest the progress of higher education. The three* first grade and the seven† second grade Government colleges now in existence are not too many.

*Madras.	†Berhampore.	
Combaconum.	Bellary.	
Rajahmundri.	Cuddalore.	
	Salem.	
	Madura.	
	Calicut.	
	Mangalore.	

(3) The Act should further announce that the first grade colleges at Combaconum and Rajahmundri, and all second grade colleges should be gradually displaced by aided or endowed national colleges.

(4) It should also provide for the establishment of an Endowment Fund and a Committee for its development in connection with each such college.

(5) In order to aid the development of this Fund, and to stimulate private benevolence in its favour, I would suggest that the annual cost to Government of collegiate education on each pupil should be ascertained and capitalised at 4 per cent. per annum, and that every one who makes a donation which will provide for the cost of one pupil or more should be appointed by Government to be a Patron of the college, and that each Patron should have a right to send free pupils varying from one to five according to the extent of his donation. The Committee should consist of the Collector, the District Judge, the Inspector of the Division, the Principal of the college, three educated men of position and influence, with five or more leading members of the aristocracy of each district. The condition of this fund should be annually reviewed by Government, and measures taken from time to time in communication with the Committee to aid its development. Thus, the nucleus of a National Endowment Fund and of a Board of managers may be created and developed. When the Endowment Fund becomes large enough to provide for two-thirds of the cost of collegiate education at any particular place, the college should be placed in the list of aided colleges, the State contributing one-third of the cost, and made over to the body of Patrons, to be managed by a Board of Trustees to be elected by them and approved by Government.

As to High School Education.

It is desirable to keep up the junior department of each of the existing Government colleges

as a model. It is self-supporting and entails no extra expenditure on the State. It serves as a model and contributes to the efficiency of the college department. The Act should also permit the maintenance of one high school in each of those districts in which no colleges exist. This will aid the extension of higher education and entail no additional expenditure on Government.

As to Middle Class Schools.

The vernacular instruction should be raised to the 6th Standard and the instruction in English lowered to the 2nd Standard. The curriculum is at present arranged on the basis that middle school education is necessarily to lead up to higher education. Many of our middle school students may not be able to join a high school or college. It would be better to give them all a sound vernacular instruction and a mere elementary instruction in English. If higher classes in English are desired in any town, a concession should be made subject to the condition that those classes are made self-supporting, or that at least two-thirds of their cost are met from the school fees.

As to Village Schools.

They should all be vernacular; and where the establishment of an English elementary school is desired, the application should be granted on condition that it will be rendered self-supporting. As to the creation of a fund in aid of primary education, a reasonable allotment should be made from the Provincial Fund and the Local Funds, and the village rate should be legalised to be resorted to, when unavoidable, subject to the conditions which I have already indicated. Mission schools and colleges should be recognised and aided as valuable auxiliaries, but no aid should on that ground be refused or made on a reduced scale to indigenous institutions, or their organisation and development should otherwise be checked.

The Act should embody a scheme of self-government as to local matters, and provide for the formation of Taluq and Subsidiary Committees as already mentioned.[1]

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—In important towns graduates may start high schools as a profession. As to colleges, the spirit of combining for local purposes has not yet acquired a sufficient vitality, and the thought that ways and means for managing a college are not likely to be forthcoming will be in the way of the growth of a spirit of self-reliance.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—The standard of instruction will certainly deteriorate, especially in colleges. The only measure I could suggest to prevent this result is that certain schools and colleges be kept up by the State as model institutions.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—No. I may however add that a strong sense of duty and a higher tone of moral conduct have practically resulted from the secular instruction afforded in Government colleges and schools. This is the testimony uniformly borne by men who have a practical knowledge of the country as it was 40 years ago and as it is at present.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—I have always thought that the principle of religious neutrality is in favour of the direct management by Government of colleges and schools where instruction is imparted on a secular basis. If hereditary faith in infallible ancestral wisdom and in orthodoxy is shaken by it, it is too remote a consequence to be regarded as a violation of the doctrine of neutrality. The question, as it seems to me, is one of election between raising the country in civilisation and allowing it to remain in its present condition, and no enlightened Government should in my opinion hesitate to decide as to the choice which it ought to make. In every progressive society, any aid rendered to the cause of progress must involve in it a certain amount of interference with time-honoured modes of thought and feeling. What sound policy and the principle of neutrality requires is that Government should abstain from an aggressive and direct interference with religious convictions and practices, and not from fostering a freedom of enquiry and thought which, under the guidance of reason and knowledge, will tend to regenerate the country.

[1] A. 36 was put in only when the evidence was being taken.

APPENDIX.

And let me remind you of the important duty you owe to the Government, to whom you are indebted for the liberal education you have received, of extending to your less fortunate brethren, in such measure as your opportunities allow, the light of knowledge of which you have had so considerable a share. Several of you will doubtless enter the profession of teachers, and as such, will be directly engaged in carrying on that noble work; but whatever may be the walk of life you may find yourselves in, there will be no lack of means and opportunities for amelioriating, so far as intelligence and knowledge can do, the condition of the lower classes of the people coming within your influence. It is impossible to conceive a worthier object of life, for every one of us, than to endeavour to make the little corner of the world, to which our influence extends, less miserable and less ignorant than it is at present. The light of knowledge imparted to you is not intended for your personal benefit merely, but for diffusion all around, and Government, to whom is committed the gigantic task of providing elementary instruction for millions of people, expect to accomplish that object quite as much by creating a body of men such as you, who by virtue of superior intelligence and culture will take the position of natural leaders of the people, and afford material help in dispelling their ignorance and securing to them the light and guidance of knowledge, as by direct efforts towards that end. According as you fulfil these expectations, will the system of higher education, which the Government have so liberally supported, be judged. Already there are signs of impatience in certain quarters at the tardy results produced, and opinions are expressed that Government should recede from the position they have taken up in regard to higher education, and devote their means and energies to providing elementary instruction for the masses. But it is forgotten that thirty years have not yet elapsed since the system of liberal education was inaugurated under Government auspices, and that thirty years is but a brief interval in the life of a nation. Judged by any fair standard and making allowance for the slow assimilation of the elements of Western culture into the habits and ideas of a conservative people, I venture to think that no candid observer can fail to note that the success hitherto achieved has been remarkable. Any one who remembers the state of the country thirty years ago will easily realise to himself how much of the intellectual activity and of intelligent interest in public affairs has been called into existence, and how much the moral tone of the educated classes has improved. I do not mean that the results obtained can be compared with the state of things in European countries which have had centuries of unfettered development; but I assert that those results have not only not fallen short of reasonable expectations, but they have also proved the wisdom of the policy of which they are the outcome, and they afford promise of still more brilliant results in the future, if only that policy be steadily pursued. While there are some who regard the system as a failure, there are others again who admit its success and make that very success the reason for Government disconnecting themselves with it. If the system has taken such a firm root in the country, say they, and is thoroughly appreciated by the people, why then should not Government leave it to be supported by the spontaneous efforts of indigenous agencies and confine their attention to providing elementary instruction for the masses. Doubtless the ultimate state of things to be aimed at in regard to higher education would be a model college in the Presidency town supported by the State, forming as it were a focus of intellectual life and having on its staff professors of eminence who would be themselves the living embodiments of the highest forms of culture; no expense being spared by the State to maintain the instruction imparted in such an institution at the highest level of attainable perfection. Such a college, the ordinary laws of demand and supply cannot be trusted to bring into existence. In the provinces would then spring up colleges, supported by the nobility and gentry and an enlightened middle class fully alive to the advantages of liberal education, and able and willing to make large sacrifices for securing it to their children. These colleges would necessarily be influenced by the high standard maintained at the Government college, but not enslaved by it; they would provide for a variety of forms of culture according to the importance attached to the several branches of knowledge or methods of instruction in the communities among whom they come in existence. Admitting that this should be the final aim, I must express my conviction that the day is yet distant when such a state of things may be expected in this country. Those who have benefited by the encouragement accorded by the State to higher education hitherto, have not been the zamindars and the landed aristocracy of the country so far at least as this Presidency is concerned, and there is no such sharp distinction between the rich and the poor in this country as is said to exist in European countries, and intelligence and refinement do not co-exist with wealth to the extent that it does elsewhere. It is to be feared, in the present circumstances, if State aid be suddenly withdrawn, any movement to replace it out of the private wealth of the country would not in most cases be successful. Higher education will have to be practically left in the hands of Missionary agencies, in no sense indigenous. I do not in the least undervalue the important services which they have rendered to the cause of education. They have been very useful auxiliaries to Government, and by creating a healthy rivalry between Government institutions and their own, have contributed in no small degree to the success of educational efforts; and all honour to them for it. But if all higher education is virtually committed to their hands, will it conduce to the variety of culture and the adaptation to the special needs of the country, upon which so much stress is laid in recommending the withdrawal of State support to higher education? However this may be, it would certainly seem anomalous that, in a country composed of many nationalities, Hindus, Mahomedans, Buddhists, we should trust for the provision of higher education, which has such an important influence on national progress,—not to indigenous agencies which there is reason to fear will take time to come into existence, not to the private wealth of the country, a considerable proportion of which still remains to be brought under the influence of culture, but to the benefactions of charitable men in England and foreign countries contributed for a special purpose, and to their willingness to permit such benefactions to be applied for the purpose of secular education. Apart from other objections, such a system would be without the guarantee of permanence and stability which is essential to a scheme of national education. After all, I find that the State expenditure on Government Colleges or on higher education in this Presidency, after deducting the portion of it which will have to be incurred under any circumstances, and the portion which is recouped by fees, donations, &c., amounts to a lakh and a quarter or at most a lakh and a half, certainly not an extravagant figure, considering the importance of the object. It is earnestly hoped that the decision of the Education Commission with regard to this important question, which is looked forward to with anxious interest by the entire native community and in regard to which I have only endeavoured to set forth their views, will be in accordance with their sentiments. But whatever may be the decision, gentlemen, your duty is plain. That the State should help those who cannot help themselves, and that those who can help themselves should do so, are propositions the truth of which cannot be denied; and you will fail in your duty to yourselves and your countrymen if you do not steadily keep them in view, and do not prepare gradually to find ways and means to give a permanency to the system of higher education in this country and to rest it eventually on the basis of national endowments. The Trustees of Patchiappas' Charities have set a laudable example in this direction, and it is my earnest hope that as education continues to spread, and as the aristocracy and the wealth of the country begin to be sufficiently influenced by the light of culture, the day will arrive when national colleges will take the place of Government colleges. In this connection it is peculiarly gratifying to me to note that since the Local Fund and Municipal Boards were organised in this Presidency, those bodies have done much for aiding primary education. I also find that higher education is already assisting primary education, first by supplying a cheap agency competent to take up the management of primary schools, and next by producing men who start primary schools as a profession. I would ask you and all the educated men in this country to revive in villages the old healthy spirit according to which the schoolmaster, supported by each village, was a part of the ancient village organisation, and to encourage, as your means and opportunities permit, the application of a larger share of the private wealth of the country in the interests of education.

Cross-examination of THE HONOURABLE MR. JUSTICE MUTUSAWMY IYER, B.L., C.I.E.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 8 you say that "the cost of education up to the third results standard should be, as is the case at present, a charge upon the Municipal Funds." In answer 36 you seem to vary the superior limit slightly, as you say that "Middle schools may be left to be supported by Municipalities up to the 4th standard." Is that so?

A. 1.—Yes. I have also suggested the allotment of a larger proportion of the local rates to the Primary Education Fund. I would suggest a similar increase in the allotment from Municipal Funds.

Q. 2.—Noting that results standards 1 to 4 are connected with primary schools, kindly state whether in your opinion the Middle Departments of middle schools should as a rule be or not be a charge on Municipal Funds?

A. 2.—I intend that middle schools also should be made a charge on Municipal Funds.

Q. 3.—From the concluding sentence of the 2nd paragraph of your second answer, I infer that you are not in favour of any general system of primary schools under the *direct* management of Local Fund Boards, and that you would confine the action of such Boards to the assignment of grants-in-aid to, and the exercise of a general control and supervision over, schools conducted by private agencies.

A. 3.—Quite so.

Q. 4.—If, according to your suggestion, indigenous agencies should be allowed free scope to strengthen and develope themselves, please state whether the methods and standards of instruction in indigenous schools could in course of time be expected to adapt and assimilate themselves to the requirements of the Educational Department?

A. 4.—I have no doubt that they would in course of time adapt themselves to such requirements.

Q. 5.—In connection with the latter part of your answer to question 2, do I understand you aright when I take you to mean that the *quasi* compulsory village rate you would, under certain conditions, recommend, is to be supplementary to the assignment from Provincial and Local Funds, and not to be in lieu of it?

A. 5.—Yes, that is my view, and I think I say so in my evidence.

Q. 6.—Do you also intend that the village rate is to be imposed only if the allotment from Provincial and Local Funds is found to be inadequate?

A. 6.—Quite so.

Q. 7.—It has been held that Government spends too much on higher education and too little, in comparison, on primary education. The expenditure from Provincial Funds according to the General Statistical Return No. III in the Public Instruction Report for 1880-81 is as follows:—

	On Govt. institutions.	On Aided institutions.
	R	R
Collegiate Education . .	1,16,933	21,859
Secondary „ . . .	1,09,798	90,581
Primary „ . . .	75,925	1,07,885

It would thus appear that the amounts spent on the three grades of education were in round numbers R1,38,000, R2,00,000 and R1,83,000 respectively. Are you inclined to think that too large a portion of the Provincial Funds has been devoted to higher education either absolutely or comparatively?

A. 7.—I do not think so. I think no more is spent on higher education than is absolutely necessary. If a larger amount than now should be allotted from provincial Funds to primary education, such amount should be provided for by an addition to the provincial grant for education, and not by reducing the expenditure on higher education.

Q. 8.—Granting, for the sake of argument, that too much has been devoted to higher education and too little in comparison to primary, there are two ways of remedying the evil,—one to curtail the expenditure from Provincial Funds on higher education and divert the funds thus saved to primary education,—and the other to increase the Provincial allotment for education so as to admit of a larger amount than now being spent on primary education. Which of these alternatives would you suggest the adoption of as being the wiser and more expedient course of the two?

A. 8.—I would certainly recommend the adoption of the second alternative.

By MR. FOWLER.

Q. 1.—(*A. 14*). I should gather from your answer to question 14 that it is your opinion that inspecting schoolmasters form a valuable and efficient agency?

A. 1.—I think the agency is doing some good; but that it ought to be improved.

Q. 2.—Do you consider that inspecting schoolmasters should be superseded by other agency?

A. 2.—They should be replaced by a better class of men; and, till that is done, the existing agency should not be abolished.

Q. 3.—Am I to assume then that you would supersede them by men of another class?

A. 3.—Certainly.

Q. 4.—(*A. 38*). On what grounds is your strong opinion that the standard of colleges would deteriorate if Government withdrew from their direct management, based?

A. 4.—I do not think that private bodies would pay the same attention to secure efficient agency—nor to improve the methods of instruction, or the class of text-books, to the extent they would be improved in Government colleges. I also believe that a higher class of men will enter Government service as professors more readily than they will accept employment under private bodies.

Q. 4.—Some of our witnesses have contended that the standard would not deteriorate, since the University has it in its power to prevent such a result. Have you considered this point?

A. 4.—The University is only an examining body; and the results produced must, to a very great extent, depend upon the efficiency of the staff of professors in the colleges.

Q. 5.—(*Ans. 2*). Is not your estimate of R30 a month for a village school unnecessarily high, seeing that the average income of a result schoolmaster is not above seven rupees?

A. 5.—My estimate is not based on statistics. To raise the schools I thought there should be two masters on R15 and 10, and R5 for other

expenses. As to the number of schools, I have heard that in 1823 there were 22,000 village schools. I have not seen the figures. I also thought that in the course of 50 years the number may have doubled itself. Perhaps 30 or 40,000 might be nearer the mark.

Q. 6.—In your second reply I read "some think that the staff of inspecting schoolmasters should be increased. I am however of opinion that the best remedy is the scheme of self-government in respect of local matters." This seems to imply that self-government in local matters is inconsistent with the employment of inspecting schoolmasters. Is this your meaning?

A. 6.—I say some suggest that the increase of Inspecting schoolmasters is the remedy—but, in my opinion, the other is the proper remedy.

Q. 7.—(*A. 2*). Is it your opinion that Mission education is purely temporary, and not likely to occupy a permanent place in the education of this country?

A. 7.—That is my opinion.

Q. 8.—(*A. 2*). You express the opinion that "the gradual transformation of pyal schools into trained agencies, and the establishment of a certain number of elementary schools under the direct management of Local Fund Boards as model schools, is the only sound basis on which a scheme of national primary education could be developed up to the requirements of the country." Is it within your knowledge that this indicates the exact lines on which the Department of Education has worked?

A. 8.—Quite. I therefore say, in my second answer, that the policy pursued in this Presidency rests on a sound basis.

Q. 9.—(*A. 2*). You suggest that fees should be paid by each village—would you state the form in which you think this should be done?

A. 9.—I mean that fees should be paid by the parents of the boys.

Q. 10.—(*A. 2*). Is the conclusion that you advocate an Education Act to regulate primary education correct?

A. 10.—I have stated this definitely in the supplementary evidence now submitted.

Q. 11.—(*A. 12*). You express the opinion that the abuse of pupils withholding payment of fees would be remedied by giving a lump grant. May I ask in what way you would propose to fix the amount of such a lump grant?

A. 12.—I would give it with reference to the general condition and requirements of the school, and would give it the character rather of a salary than a result grant. This I would do only in villages where the abuse is known to prevail.

Q. 12.—(*A. 12*). It has been proposed, with a view to remedying the evil, that the grant earned by a school should not be paid in one sum, but in twelve instalments. Does this scheme commend itself to your judgment?

A. 12.—I do not approve of this scheme. I believe that the conviction that the grant, though paid in instalments, will certainly be paid, will prevent the evil being satisfactorily remedied.

By THE REV. WILLIAM MILLER.

Q. 1.—May I ask whether you have noticed that Missionary bodies are not mentioned among those to whom Government is willing to transfer its institutions in the Resolution constituting this Commission?

A. 1.—I did notice the passage to which my attention is called. I made the remark that there should be no such transfer in order to show that the view expressed in the Resolution is the only one that ought to be adopted by the State. I also considered the remark necessary in order to bring to the notice of the Commission the feeling that exists among the Native community in general.

Q. 2.—May I ask whether you know of any party that advocates the transfer of Government colleges and high schools to Missionary bodies, as I myself am aware of none such?

A. 2.—There is an impression in Native society that Missionary bodies advocate the desirability of Government withdrawing from the direct management of high schools and colleges wherever efficient Mission schools and colleges exist. I may also state that I received a letter from a Missionary gentleman in England in which the feasibility of the abolition of the Presidency College was alluded to.

Q. 3. (*A. 36*).—I should infer from your answer to this question, as also from some remarks in the additional evidence put into my hands this morning, that you are in favour of relying ultimately upon indigenous non-Government agencies for the supply of higher education, and that you would favour any measures that would tend to encourage such agencies provided these measures did not interfere with the cause of progress—may I ask whether this inference is correct?

A. 3.—Yes. Subject to the condition that the State always maintains a model college and does not injure education by withdrawing from the field before an endowment fund is sufficiently developed.

Q. 4. (*A. 38*).—With reference to your answer to Mr. Fowler on this question, may I ask you whether you are aware that the colleges in the United Kingdom are managed by private bodies, and that most inquirers into social problems are of opinion that private bodies are better fitted for work of this kind than any Government Department?

A. 4.—That may be the ultimate state of things in this country, but a long time must elapse before it is arrived at.

By THE REV. DR. JEAN.

Q. 1.—You say in your answer 3 that low caste children are practically excluded from schools attended by high caste pupils. Could you suggest any measure to prevent that exclusion, or to provide for the education of low caste boys and girls?

A. 1.—I alluded to the Mission schools as a very valuable agency in raising the status of low caste people; but I also stated that in many villages these classes do not care for education. Until the want is felt, it would perhaps be undesirable to force schools upon them. But in towns and important villages, where the number is sufficiently large to justify the formation of a school for their exclusive benefit, I would certainly advocate the establishment of a school for them. This necessity will not be felt in the Presidency towns and in other chief centres of population, where higher education has made considerable progress. I may also refer, to illustrate the value of Mission agency in this respect, to what has been done for the Sanar population of Tinnevelly.

Q. 2.—One of the principal objections made against the maintenance of Government colleges, is that the impression of the Hindu community and of the Government pupils themselves is, that the instruction given in State colleges is hostile to religion. Please state how you would answer the objection.

A. 2.—No. I do not think there is such impression. But there is an impression that higher education weakens the faith, as I have said in my 4th answer, in orthodoxy now prevalent in the Presidency. But the immediate result is accepted by the intelligent classes as one of creating a party in favour of progress. As this party and the orthodox party mix with each other and act upon each other, and social exigencies induce both to give and take, higher education is not considered in the country to interfere directly with religion, though it is believed that it will lead ultimately to social and other reforms. And what is particularly disagreeable to the people is an aggressive and direct onslaught on religious convictions and practices, and not the encouragement and the fostering of freedom of enquiry and thought, which, under the guidance of reason and knowledge, will ultimately tend to the regeneration of the country.

By THE PRESIDENT.

Q. 1.—Will you favour the Commission with your views regarding a statement sometimes made that higher education proves detrimental to the morality of young men, and breaks up the ties of family life?

A. 1.—Far from proving in the slightest degree detrimental to the interests of national morality, higher education has advanced it. Every one who visits the homes of educated men, will be struck by the change which marks their domestic life. Their wives are no longer their servants but their equals. Attention is paid to the education of both their wives and daughters; the domestic affections have been strengthened by higher education. I would add that, although the Hindu Law permits of a plurality of wives, the spread of higher education has nearly annihilated this evil. The marked improvement in public morality has kept pace with the spread of higher education, and will be testified to by every one connected with the government of the country.

Q. 2.—Then may we take it that your emphatic testimony, based on your exceptionally wide experience of young professional men, is that higher education is not detrimental to morals or family life, and that it is producing a generation of men of whom the country may feel proud of?

A. 2.—Perfectly so. There must be exceptions among educated Natives as among every other class. But I speak emphatically of that class as a class, and of the overwhelming majority of its members.

[In revising the proof of his evidence, the witness adds the following:—]

NOTE.—I think it desirable to add this note to my 36th answer. It seems to me that legislation is necessary to give a legal status to those that endow colleges, and to Taluk and Subsidiary Committees. The position of the patron of a college, when clothed with a legal status, will become a mark of distinction, and thus stimulate and divert in favour of education, bequests and donations, and subscriptions raised from time to time to honour those who befriend the country. The annual review of the Endowment Fund will constantly keep the policy before the public mind and render it steady and progressive. The levy of a village-rate, when necessary, must also be sanctioned by the Legislature. The Act may further legalise the investment of the surplus income from religious endowments in the formation of special primary schools in connection with religious institutions, subject to the conditions which the Trustees may establish with reference to the objects of those institutions.]

Evidence of THE REV. J. COOLING, B.A., *Wesleyan Mission, Madras.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been in Madras for the last five and a half years, and during that time engaged in Missionary educational work. At present I am Manager of two high, one middle and three primary schools for boys, one middle and four primary schools for girls. I am also well acquainted with the working of all the schools belonging to the Wesleyan Mission in the Madras Presidency, and am a member of the Managing Council of the Madras Christian College.

Q. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

A. 2.—The primary education of this province is very largely in the hands of private individuals who are aided by a results grant system partly payable from Local and partly from Provincial Funds. The purely Government primary schools are very few and for a special purpose; those under the direct management of Local Fund Boards and Municipalities are more numerous, but the great bulk of primary schools are private institutions aided by a grant on the results of an annual examination. This results grant-in-aid system is on a sound basis: it is capable of development up to the requirements of the community, and to its wider extension the special attention of Government should be turned. Local Fund and Municipal Schools should be established only where a very pressing need exists, and they should be regarded as model schools for private individuals to copy rather than as part of a national system.

The improvements that seem necessary in the administration of the present results grant system are:—

(1) Some better arrangements for securing that sufficient funds are always forthcoming to pay the grants earned by schools. That this is no imaginary grievance will be seen by a reference to the Reports of the Director of Public Instruction from year to year. In the Reports for 1874-75, 1875-76, 1876-77, 1877-78, 1878-79, this subject is referred to either by the Inspectors, the Director, or by Government. On page 92 of the Report for 1876-77 an Inspector says that in that year, of the Hindu indigenous schools in a certain circle, more than half were not examined owing to funds for grants not being available, and that the Deputy Inspector reported instances of schoolmasters in want of their usual grant having been obliged to go and work as coolies. This is probably an extreme case, but similar instances on a smaller scale and especially of delay and difficulty in obtaining grants earned are of not unfrequent occurrence.

To meet this difficulty, (*a*) it should be made compulsory on the part of Local Fund Boards and Municipalities to make education a first charge upon some fixed source of revenue. In the Local Funds Act of 1871, as originally it became law, a special tax was set apart for education, but after two years this tax was done away with and education left as one charge among many upon one-third of land tax. In the case of Municipalities there never has been any source of income especially set apart for education; (*b*) Should the development of primary education throughout the Presidency bring too heavy a charge upon the Funds of Local Boards and Municipalities, then a new adjustment of educational charges should be made between Local and Imperial Funds, and more of those charges borne by Imperial Funds than is now the case; (*c*) To help those districts in which there is a large population with only a small income, and in which therefore the educational charges press heavily, it might be arranged that when those charges rise above a fixed proportion of the total income of the Board of Municipality, the amount above that fixed proportion should be a charge on Provincial Funds.

(2) Local Fund Boards and Municipalities should not be permitted to frame rules or bye-laws in the administration of grants in-aid which impose restrictions additional to those set forth in the Code.

Of late, a considerable amount of annoyance and loss has been caused to Managers of schools, by Local Fund Boards and Municipalities introducing a rule making vaccination compulsory on the teacher and scholars of a school aided by a results grant. No doubt it is highly desirable that the benefits of vaccination should be more widely spread, but so long as a considerable minority of the people object to it, it should not be made a necessary condition of an educational grant-in-aid, for surely education without vaccination is better than neither the one nor the other. But apart from the immediate hindrance to the spread of education which the introduction of this rule has brought, it has led to a feeling of distrust in the minds of teachers and managers which is likely to be very prejudicial both to the establishment of new schools and to the bringing of the present inefficient and unaided ones under aid and improvement. Managers have been accustomed to regard the Grant-in-aid Code as a compact of which the whole terms were known, and have believed that if they fulfilled their part, by bringing the pupils up to the required standard and enabling them to pass the examinations, that the payment of the grants would assuredly follow. Such it seems is not the case. At present there is no security that a rule may not be introduced by the Local Fund Board or Municipality from which a Manager draws his grant, materially altering the conditions on which his school was commenced. In rural districts the feeling of uncertainty thus created cannot but be prejudicial to the spread of education.

Q. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State-aid to conform to the rules under which such aid is given? How far has the Grant-in-aid system been extended to indigenous schools, and can it be further extended?

A. 4.—In my opinion the most effective way of extending the present system of education, so that it shall embrace the whole of the children in the Presidency, is to utilise as much as possible the existing indigenous schools. These schools are already to be found wide-spread throughout the Presidency, so that materials for such a system are already to hand. Teachers and pupils are collected. What is necessary is to bring them under Government influence and then begin the work of improvement. To neglect these schools and to attempt to start new ones in every place would be a most difficult matter. Even if qualified teachers were immediately forthcoming (which would not be the case), such a course would arouse the opposition of the present teachers and the prejudices of the bulk of the people, whilst the cost of new schools would for many years be much greater than the cost of improving the old ones.

The objections generally urged against such a course is that the condition of these schools is so bad and the prejudices of the teachers so strong that improvement is hopeless. No doubt the subjects taught in them are generally of no practical value, and the methods of instruction of the most barbarous kind, so that the description given in 1823 by the Collector of Bellary in his report to Sir Thomas Munro (*vide* Appendix D of Papers relating to Public Instruction, compiled by A. J. Arbuthnot, 1855) is substantially correct to-day, yet there is this very important difference: then the parents and teachers were satisfied with the state of things, now there is a growing feeling of dissatisfaction among both, and a willingness on the part of teachers to submit to the conditions upon which they can obtain Government aid. Such is the state of feeling in the majority of districts, that without any very extravagant outlay of money, most of the indigenous schools could readily be brought under inspection and improvement. In some districts many such schools have thus been improved, and there seems no reason why means that have been successful in one district should not under similar conditions be equally successful in another.

Whilst it will be a step in the right direction to get these schools to submit to the conditions of the Grant-in-aid Code, no very marked improvement can be expected until the masters themselves have received some training for their work. They know nothing whatever of the art of teaching or of school management, and very little indeed of the subjects they profess to teach. An endeavour is made to meet this difficulty now by a class of men called inspecting schoolmasters, who go from school to school, and by advice and model lessons show the teachers how to prepare their scholars for the Government examination. It is notorious, however, that this agency has not been successful. Nothing less than a course of training in some well-equipped Normal school will render these indigenous teachers thoroughly efficient. That

there is no real difficulty in getting them to submit to training is seen by the success that has attended the elementary normal Schools already established. To my knowledge, in the Madura District, out of 60 village schoolmasters who were offered normal training with no other inducement than a subsistence allowance of Rupees 5 per mensem whilst under training, fifty were prepared to accept the offer.

The number of elementary Normal schools should be greatly multiplied. Special inducements to enter them should be offered to those who are already masters of schools, and arrangements made so that at no distant date it may be possible to lay down the rule that the teacher must hold a certificate of normal training before his school can be examined for a results grant.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home instruction does not exist to a very large extent in this Presidency. Where it does exist, apart from instruction given at school, my experience is that it is of comparatively little value.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Apart from Local Fund Boards and Municipalities, the private agencies which exist for promoting primary education are:—

(1) Missionary and other Religious Societies. To a considerable extent in Tinnevelly and to a less extent in other districts, Missionary Societies have supplied elementary instruction to the village population, and they may be relied upon for doing this in an increasing measure in the future. But the rate at which these Societies are multiplying their schools is so slow, that if there were not other reasons (which there are) it would be impolitic of Government to depend much on them for meeting the needs of the country at large.

(2) Individual wealthy Native gentlemen. In some instances wealthy Native gentlemen do now support schools, but, except in the case of girls' schools, these are not primary, but either middle or high schools.

(3) In most towns of any size, schools have at one time or other been started under the management of Committees of Native gentlemen, but the object of these also has been rather to provide higher education for the middle or better classes of society than primary instruction for the masses.

It will thus be seen that there are no private agencies for the supply of elementary instruction in rural districts, on which Government can to any considerable extent depend. The existing Local Fund Boards and Municipalities are already entrusted very largely with the control and support of primary education, and it is to a development of these agencies especially in the direction of bringing the indigenous schools under aid and improvement, that Government must look for the rapid spread of sound knowledge among the masses.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—Local Fund Boards and Municipalities should be responsible for providing elementary instruction. But this should rather be done by calling forth private effort through the grant-in-aid system, than by such bodies undertaking the direct management of schools. In the present state of opinion with respect to female education, it may be well for a time to relieve local authorities of all charges connected with girls' schools.

To provide against the posibility of Municipalities failing to make sufficient provision for education, the allotment for this purpose should be a first charge upon some definite source of revenue, and the budget estimate submitted to an officer of the Education Department before being sanctioned by Government.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—In the main the vernacular taught in schools is the dialect of the people. The evil alluded to in the question does however exist. A rule introduced into the Grant-in-aid Code that a pupil who takes up a certain vernacular in Standard I shall be presented in the same vernacular in the higher standards, would be an advantage. This would prevent an evil, an example of which has come under my own notice,—a Telugu Teacher instructing Tamil boys in Standards I and II in Tamil, but because his own knowledge of Tamil did not enable him to take them higher in that language, making them turn to Telugu when they reached Standards III and IV, with, of course, the most disastrous results.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results is fitted to promote education where the people are enlightened enough to appreciate it. Where the people are so ignorant that they fail to see any benefits to be derived from it, the motive which would lead them to send their children to schools is lacking. Among a people so ignorant as that, it would be necessary to pay pupils to attend school until the advantages of so doing were appreciated, and the people led to desire education on its own account. The bulk of the Hindu people of this Presidency are desirous of education for their sons, and the system of payment by results is therefore fitted to promote that part of education. There is not that strong desire for the education of their daughters, and as a consequence, in the backward districts of the Presidency, the present system fails in regard to female education. Still it would not be advisable, in my opinion, to re-introduce the system of payments for attendance. For as the education of boys becomes more widely spread and better appreciated, the education of girls may be

expected to follow. Meanwhile, it is certainly desirable that the case of girls' schools should be treated with the utmost leniency.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—Within a recent period the high school department of the Government College at Combaconum has been closed, and the school education of that town left entirely to local resources.

The chief reason that greater effect has not been given to the policy laid down in para. 62 of the Despatch of 1854, is doubtless the belief on the part of the Education Department that such a closing or transfer of Government institutions to local bodies would be injurious to the cause of higher education, and where the aided education of the place was largely in the hands of Missionaries, that it would be a sacrifice of the principle of religious neutrality. And it may be admitted that there are probably not many towns in the Presidency where a Government institution exists in which aided education has so developed that the Government school could be closed without some injury to the higher education of the place. But this arises from the fact that in all such places aided education has had exceptional difficulties to contend against.

(1) Wherever a Government school has been established, the officials of the district, both European and Native, have very properly done all in their power to enlist the sympathy of the educated Natives of the neighbourhood in its support, so that the persons who would most naturally be the movers in any effort to establish an aided school, are already interested in the welfare of the Government one.

(2) The education given in a Government school being purely secular, to the majority of Hindus there would be no motive of a religious character to induce them to start a rival school.

(3) The school having the prestige of Government name, any attempt to open one that would appear as a rival to it, would be regarded not only by the officials, but also by most of the respectable Hindu inhabitants, as an act of disloyalty to Government.

For these and other reasons, it will be seen that until education should develop to such an extent that an aided school could be carried on as a means of livelihood, the only individuals who would have a motive for starting an aided school would be those who from religious scruples objected to education on a purely secular basis.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

Ans. 19.—The grant-in-aid Code makes provision for grants under two alternative systems: (1) A salary grant system, (2) A results grant system. It also provides for grants for Normal scholarships, buildings, furniture, &c. The results grant system is applied entirely to primary and secondary education, and the grants are on the whole adequate, provided the intention of the Code be not frustrated by the action of Local Fund Boards and Municipalities.

Under the salary grant system:—

(*a*) In the case of middle and high schools for boys the grants are fairly adequate.

(*b*) In the case of colleges, as the income from fees bears a much smaller proportion to the total cost than in the case of middle and high schools, the present grants leave an undue proportion to be contributed by the Managers. The remedy for this, however, is rather in raising the rate of fees for college classes than in an increase of the Government grant.

(*c*) In the case of girls' schools, the Code evidently contemplates the almost exclusive employment of female teachers, and assigns higher grants to them than to males. If it were practicable to take full advantage of the Code, the grants would be adequate. But as it is not, some relaxation in the rules with respect to male teachers employed in girls' schools should be allowed.

(*d*) With respect to Normal schools, the Code provides for one-half grants for scholarships to the students, and the same grants to teachers as in ordinary schools, so that one-half the cost of scholarships and more than two-thirds of the cost of instruction fall on the Managers. This is a greater proportion than should be. The small number of aided Normal schools in the Presidency, *viz.*, three for males and two for females, is to a large extent due to the little encouragement that has hitherto been given to them by Government. One of the greatest educational needs of this province is the multiplication of such institutions, so that ere long it may be possible for every school to be supplied with normally trained teachers.

The inadequacy of the present grants is seen by a comparison of the provisions of the Madras Code with those of the English, where £100 is given for every male, and £70 for every female teacher, who after a two years' course of training receives a certificate of qualification, the only reservation being that the amounts paid to any one college shall not exceed 75 per cent. of its expenditure for the year. The English Code contemplates aid up to 75 per cent. of expenditure, the Madras Code not more than 40 or 42 per cent.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—In towns, almost all classes of the Hindu community except the very lowest avail themselves of the advantages of education. In Madras, officials, merchants, shop-keepers, writers, clerks, cultivators, and even domestic servants, send their sons to high schools, where they are educated up to the Entrance Examination of the University, and some from almost all these classes enter upon a college course.

There is some truth in the statement that the wealthy classes do not pay enough for college education, but a scale of fees varying according to

the means of the parents would be impracticable. The proportion of those now receiving a college education who do not belong to the wealthy classes are not able to pay fees much higher than the present rates. Any increase would doubtless prevent some of them from prosecuting their studies beyond the Matriculation standard. Nevertheless, considering the present low rates varying from R 2 a month in some mofussil aided colleges, to R 5 in the Government College, Madras; considering also the fact that the classes of the community on which an increase would press most heavily are those which in most countries would be unable to avail themselves of a University Education; and considering too the increasing demand for higher education, and the small proportion which the present fees bear to its gross expense, I am of opinion that the time has come for some addition to be made to the present rates.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so under what conditions do you consider that it might become so?

Ans. 23.—Government prestige in this Presidency is so powerful that it is very difficult for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution. So difficult is this, that so far as I know outside the Presidency town, there is only one place in which such competition between a non-Government College and a Government College is carried on, *viz.*, Calicut. In all the other towns where Government colleges exist, aided education is only carried on up to the high school standard. The conditions under which a non-Government institution can become influential and stable are:—

(1) The non-Government institution must have as large a staff of European Professors as the Government one. For this purpose the Managers must be in possession of ample funds.

(2) There must be in addition some other external attraction, such as—

(*a*) Better teaching as shown by greater success in the University Examinations.

(*b*) The greater personal influence of the Professors.

(*c*) Advantage of position, *i.e.*, being situated nearer to the homes of the pupils.

(*d*) Lower rates of fees.

As the Government institution may possess *a*, *b*, and *c* equally with the non-Government, it is essential if non-Government institutions are to become stable that they should have some attraction to counterbalance the enormous prestige of Government institutions. For this reason it is almost imperative in those places where Government and non-Government institutions exist side by side, that as at present, a difference in the rates of fees should be maintained.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—There is considerable competition among the high schools and colleges in this Presidency, but not much that can be said to be unhealthy, and none that calls for the application of any special remedy.

Ques. 26.—Is the instruction imparted in ecndary schools calculated to store t he minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—The course of instruction pursued in secondary schools is that prescribed for the Middle School Examination in the classes up to that standard, and that prescribed by the University for the Matriculation examination in the higher classes. This course is on the whole well adapted to store the minds of those who do not pursue their studies further with useful practical knowledge. The stimulus which preparation for these examinations gives to scholars more than counterbalances any shortcomings there may be in the subjects of study themselves.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—There is no doubt that the attention of both teachers and pupils has been in the past too much directed to the passing of the University Examinations. Boys with small attainments and in a humble position in life have been encouraged to aim at passing the Matriculation Examination, when it would have been far better for them to have closed their school career at the Middle School standard. Others, though their natural ability and position in society might warrant their being encouraged to study for the Entrance and higher examinations, have been prematurely promoted from class to class, thus undoubtedly injuring the cause of sound education and impairing its practical value.

The recent introduction of the Middle School examination which must be passed before a pupil can be promoted to the High School, has already done something to counteract this tendency and may be expected to do much more. But the evil will not be thoroughly checked until there exists a more enlightened body of teachers than we now have, and until the people themselves are able to judge between an education that is thorough and one that is simply meretricious.

There is now a widespread notion even amongst those who have themselves received a college education that the passing of the Government and University examinations is the end of all education.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in Secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—Special Normal schools are certainly needed, since the University curriculum makes no provision for instruction either in the theory or practice of teaching or of school management. *Cæteris paribus* trained men are always superior to untrained men. One of the greatest drawbacks to the progress of sound education in this Presidency is the inefficiency of the great bulk of teachers, as really able men rarely enter the Education Department, or if they do, it is as a temporary thing, with the intention of leaving it as soon as they can get an entrance into some other, and those who take up the work of teaching as a profession are too often men who can obtain no other employment. To remedy this, every effort should be made to improve the status of teachers. Encouragement should be given to present teachers who have recently joined the Department even now to undergo Normal training, and after a short transition period Normal training should be made

compulsory on all. The Education Department should certainly be as effectively guarded from unskilled men as the Medical or any other. With a more efficient body of teachers their pay would naturally improve, and able men in much greater numbers than now be led to enter the profession. A corresponding improvement in the quality of the instruction given would necessarily follow.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The gradual withdrawal of Government from the direct management of schools or colleges would not, in my opinion, operate injuriously upon the spread of education. On the contrary, I believe that it would be really beneficial. One of the strongest reasons that the wealthy Natives of this country have not done more to start schools of their own is the belief (rightly or wrongly) that such a course is not regarded with favour by the Education Department. There is a widespread impression (and one for which a good deal of countenance has been given by the past action of the Department) that the present Government schools are permanent institutions, and that only financial considerations, not policy, prevents their multiplication. In many places where schools are now needed the people are simply waiting for Government to step in. Their hope is that a new Inspector or a new Director will do for them what the present official has told them cannot be. Nothing would do more to correct such an erroneous opinion as this, than for Government actually to make a beginning of withdrawal. If this were accompanied with a declaration that the policy of Government was to foster local effort and not to establish schools of its own, and this announcement emphasized by offers of liberal grants, not only would such a step be without injury to the spread of education, but on the contrary it would tend much to its advance. As matters have stood in the past, the action of the Education Department has certainly seemed out of harmony with the avowed policy of the Despatch of 1854, and it is not a matter of wonder that the bulk of the people who have no means of judging what the policy of Government is except from its actions, should have fallen into the error they have done. With the complete removal of this mistake a more rapid spread of aided education may be expected. The management of schools and colleges seems to me admirably adapted for developing a spirit of reliance upon local resources, and with the prospect of a further development of local self-Government, it seems politic to do all in our power to lead Native gentlemen to feel that they are responsible for the supply of education in their own neighbourhood.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—There need be little apprehension of the standard of instruction deteriorating through the withdrawal of Government from the direct management of schools or colleges. The standard of instruction in many aided schools will already bear comparison with the standard in even the best of Government schools.

In the event of Government withdrawing from the direct management of any particular school and handing it over to a Local Committee, such school would not sever its connection with the Education Department, but would continue to be open to inspection, and would still be under the same necessity to produce good results in the Departmental and University examinations as is now the case. There seems to me no reason, if care is taken at the time of transfer to secure a competent Board of management, why there should be any deterioration in the standard of instruction. On the other hand, if the Government school is closed altogether (which would only be done in the case of the aided education of the place being in an advanced condition) this should strengthen the aided schools of the place, and tend rather to improve than to lower their standard of instruction.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—With the present social customs of the Hindus it is essential to real progress in female education that the teachers in girls' schools should themselves be females, so that the question really is what is the best method of providing female teachers for girls' schools.

There are only two classes of the community from which these can now be obtained, *viz.*, Eurasians and Native Christians. The same reason that makes high caste Hindus unwilling to allow their daughters to remain long at school, also makes them unwilling to allow them to be employed as teachers.

Eurasians are limited in number and practically available only in the Presidency and other large towns. My experience is that they are not at all unwilling to be employed in Hindu schools, but though willing very few are to be found having a sufficient knowledge of the vernacular to be able to teach in it. To remedy this, it should be insisted upon as a *sine quâ non* that every Eurasian young woman admitted into a Normal school should be obliged to pass an examination in a vernacular language before receiving a certificate of qualification as a teacher. They should be encouraged to prepare themselves to become teachers in Hindu schools, and not, as has been too much the case in the past, to look only for employment in schools intended for the European and Eurasian populations. Eurasians do not seem to know what extensive openings there are for them as teachers in Hindu schools, and with what little special effort they can qualify themselves for this work. Their employment in this way would not only tend to the spread of female education amongst Hindus, but also be a positive boon to their own community.

The female teachers in Hindu schools are now almost exclusively Native Christians. The number of these is increasing year by year, and as the Native Christian community rises in numbers and in intelligence, may be expected to do so still further. Still, there can be no doubt that the demand is increasing more rapidly than the supply. Within the last few years, Missionary Societies have greatly multiplied their schools, and within a still more recent period Municipalities and Local Boards have begun to turn their attention to female education and to open schools of their own. Zenana teaching, or the instruction of Native women in their own homes, has also been com-

menced by Religious Societies and by the National Indian Association. As a consequence a very great demand for certificated school mistresses has been created. During the period in which this demand has arisen the standards of the Certificate Examinations have been raised and the supply of passed candidates reduced. In the Second Grade Examination, *e.g.*, the numbers passed in 1877, 1878, and 1879 are 79, 56, and 87, respectively, whilst for the last two years 1880 and 1881 they are 16 and 12. Of these 28, 26 are Europeans or Eurasians, not one of whom was examined in a vernacular; the other two are Native Christians who passed in Tamil. These two are therefore the only teachers available in this grade for the last two years to supply the needs of all the Hindu girls' schools in the Presidency. Nor is this all, for this failure in the second grade necessitates a similar failure in the future supply of first grade mistresses. This is a matter to my mind of most pressing importance. There are not now to be had any certificated mistresses of the first and second grade fit for employment in Hindu schools. If a Manager wishes to employ such a teacher, he must resort to one of two expedients, either provisionally appoint a Eurasian girl and wait twelve months until she learns the vernacular, or stoop to the meanness of offering a higher salary in order to draw away a teacher from some other school. The standard for the second grade was prematurely raised and ought to be lowered immediately. This would afford some relief, but it would not entirely meet the difficulty. This demand for female teachers which now exists and which will become greater and greater every year, can only be met by inducing caste Hindu women to enter upon the work. This will be a most difficult task, and it is one in which Government can directly do but little. It is of more importance to enlist the co-operation of Managers of schools (especially Hindu Managers), Missionaries, and all interested in the social progress of the country in this matter. It is a matter worthy of consideration whether there might not be raised from amongst Hindu widows a supply of qualified teachers to meet this demand.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—The results grants for girls are 75 per cent. more than for boys, which is a sufficient distinction. On the other hand, in the standards of examination no difference is made between boys and girls, with the exception that in the first four standards girls have an extra subject, *viz.*, needlework, and in the seventh standard need only be examined in five instead of six branches. The fifth and sixth standards seem to have been framed without any idea that they were to apply to Hindu girls. The quantity of arithmetic required is too great, and in the sixth standard is actually linked with Euclid as one subject. No provision is made for those girls who have not taken up English in the lower standards, and needlework is omitted. The number of marks required for a pass, *viz.*, one-half, is too high, especially in the case of mathematics. The seventh standard, which is the Middle School Examination, is much better suited for girls. There, it is true, the examination must be passed as a whole, individual subjects cannot be brought up,—but in no subject is more than one-third of the maximum marks required to pass, and in arithmetic it is only one-fourth. Why one-half marks in arithmetic and Euclid together should be necessary for a pass in the sixth standard and only one-fourth of the marks in arithmetic alone necessary in the seventh standard, is not very clear. These higher standards, the fifth, sixth, and seventh, need adapting to the wants of Hindu girls.

Under the salary grant system, mistresses holding Normal or ordinary certificates are eligible for one-half grants, whilst masters holding Normal certificates receive one-third, and holding ordinary certificates only one-fourth grants. Again mistresses who have simply passed the education test of a certain grade are eligible for one-third grants, whilst masters similarly qualified receive only one-fifth. If certificated female teachers were forthcoming in sufficient numbers, so that such only need be employed, then the distinction between girls' schools and boys would be sufficiently marked. But such is not the case. The supply of certificated female teachers is not equal to the demand, and male teachers must be employed in their stead. Managers are thus unable to take full advantage of the present rules. As no grants are given for servants, and only one-third for rent, the total grant for a school will not be much more than one-third of the gross expense, and often considerably less.

In the case of three schools under my management the average is only 28 per cent. This is not sufficient, seeing that the fees are only nominal.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—European Missionary ladies were the first to commence the work of female education in this Presidency, and they are still its great promoters. They have had at times valuable assistance rendered them by other European ladies, though this from many causes has not been so continuous as could be wished. There already exists in Madras a Ladies' Branch of the National Indian Association, one of the main objects of which is to promote female education. It seems to me possible to utilise to a still greater degree than heretofore such an Association as this to increase the interest of European ladies.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—There is very little foundation in this Presidency for the statement that officers of the Education Department take too exclusive an interest in higher education. A large proportion of the graded officers of the Department are the Principal and professors of colleges, whose duty is to promote higher education.

The Inspectors of Schools, to whose care primary education is specially intrusted, have well discharged their duty in this matter, considering the heavy demands made upon them by the other departments of their work.

Ques. 51.—Is the system of pupil-teachers or monitors in force in your province? If so, please state how it works.

Ans. 51.—The system of pupil-teachers is not in force in this Presidency. There are, however, decided advantages to be gained by its introduc-

tion into elementary schools, chiefly that of providing a supply of better candidates for admission into Normal institutions. At present there is no definite source of supply from which such students are drawn, and as a consequence they are very often men too old and with but little qualifications for ever making good teachers. In England the pupil-teacher system answers well. It is a boon to both Managers and teachers, and provides an ample supply of suitable candidates for Normal training.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—In the case of colleges and high schools under ordinary circumstances, the grant-in-aid should amount to one-third the gross expense.

In the case of middle schools in large towns, as the income from fees bears a greater proportion to the entire cost than in the case of high schools and colleges, a grant-in-aid of one-fourth the gross expense may suffice.

In the case of primary vernacular schools aided on the results grant system, the grant-in-aid should amount to one-third the total expense. The income from fees in these schools is smaller in proportion to the expense than in middle schools, and is often very precarious.

In the case of all Hindu girls' schools the grant-in-aid should amount to one-half the gross expense.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—It is undoubtedly necessary for the Education Department to lay down some course of study, the essential parts of which shall be obligatory on aided schools, so as to secure some measure of uniformity in the standards of instruction. But this is sufficiently accomplished by the annual inspection and by the requirements of the Primary, Middle School, and Matriculation Examinations which now exist, without subjecting each class year by year to a public examination.

A system which would bring pupils every year under the unhealthy excitement of preparing for a public examination does not at present exist in this province, but the tendency seems to be in that direction, for in addition to the examinations already in force, *viz.*, the Middle School and Matriculation, Managers of aided schools have been asked to submit their pupils to two others, *viz.*, the Comparative Lower Fourth and Fifth Class Examinations. If these are made compulsory, pupils above the primary stage will only have one year of their school career free from a public test. Such a state of things would be objectionable, not only on account of its injurious effects upon the minds of the scholars themselves, but also on account of the undue restriction which it would place on the duties and privileges of private Managers, thus subverting one of the main objects of an aided system of education, *viz.*, the development of private enterprise.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—The Managers of the chief schools in Madras have adopted rules among themselves for preventing pupils who have improperly left one institution, being received into another.

An Association for this purpose of which I have the honour to be the Secretary, has been in existence for nearly 20 years, and has on the whole worked well. The following are the rules now in force, with the names of the Managers forming the Association attached:—

The following Rules to regulate admission of pupils will be henceforth enforced in the undermentioned schools:—

I.—No pupil who has been already enrolled for a Session at any School shall be admitted to another during that Session, except under Rule IV.

In the Matriculation class a Session shall be reckoned from January to December. In the case of classes of lower standing, there shall be two Sessions in the year, *viz.*, from January to the Summer Vacation, and from the Summer Vacation to December.

II.—Candidates for admission at the beginning of a Session must report the school at which they have last been in attendance, to the head master of the school they wish to enter; and he shall make the necessary inquiries regarding their character and stage of education.

III.—Candidates shall not be admitted unless they have paid their fees up to the date of their leaving their former school. Those who are found after admission to be still in arrears will be required to pay them on pain of immediate dismissal.

IV.—Pupils desirous of changing their place of instruction in the midst of a session, shall in the first instance assign their reasons for doing so to the head master of their own school, and shall not be admitted into any other without producing a letter from him. Such a letter, however, he shall be bound to give if the reasons assigned are valid.

V.—When a pupil passes from one institution to another at any period during the course of the *year*, he shall on no account be placed in a higher class in the school to which he is admitted than that to which he would have belonged had he continued in his former school.

VI.—Any one who is found to have made a false statement with reference to his former school, or to have procured admission by false pretences of any kind, shall be summarily dismissed, with forfeiture of whatever fees he may have paid.

VII.—Admission and Withdrawal Returns shall be forwarded to the Secretary by Principals or Managers of schools every half-year not later than March 1st and August 1st.

G. Bickle—*Government Normal School.*
J. Joss—*London Mission Institution.*
T. R. Ramanadhan—*Govindu Naidu's Primary School.*
D. M. Cruickshank—*Pachhiapah's High School.*
I. Brouwer—*St. Mary's Seminary.*
Edw. Sell—*Harris School.*
J. T. Margoschis—*S. P. G. Ang. Ver. School.*
Edw. Sell—*Bishop Corrie's Grammar School, Secy.*
John Cook—*Doveton Protestant College.*
D. Sinclair—*Church of Scotland Missry. Institution.*
R. Handmann—*Ev. Lutheran Mission School.*
William Miller, G. M. Rae—*Free Church Central Institution.*
S. W. Organe—*Davidson Street School.*
S. F. Michael—*St. Thomé Seminary.*
M. D. Gopalachari—*Triplicane Ang.-Ver. School.*
James Cooling—*Wesleyan Mission Schools, Royapettah and Triplicane, and Secretary of the Association.*

In past years the number of boys who ran away from their schools to join some other because they did not obtain promotion in their own used to be very great, but of late years, through the carrying

out of these rules the evil has been considerably reduced, though it is not yet unknown. Where boys are left so much to themselves with regard to the choice of schools as they are in this Presidency, it is necessary that some such arrangements as this should exist between Managers of schools in the same town. The rules of this Association have been approved of by the Director of Public Instruction, and in the Standing Orders for Government schools are recommended to be adopted in all towns where Government and aided schools exist side by side.

Cross-examination of THE REV. J. COOLING.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 23 you observe that "it is almost imperative in those places where Government and non-Government institutions exist side by side that a difference in the rates of fees should be maintained." Is it in your opinion necessary that a difference of this kind should also be maintained in places where the two classes of institutions do not exist side by side?

A. 1.—Yes, it is.

Q. 2.—Please state your reasons for thinking so.

A. 2.—I think there should be a difference in the rates of fees between Government and aided schools, as the prestige of Government schools is so great.

By MR. FOWLER.

Q. 1.—You express the opinion that "Local Fund and Municipal schools should be established only where a very pressing need exists,"—will you kindly state the grounds of your objection to Local Fund and Municipal schools?

A. 1.—I think the system of aided schools should become the prevailing system—and Local Fund and Municipal schools be regarded as models.

Q. 2.—Is your objection to the greater expense of these latter?

A. 2—In part to the greater expense.

Q. 3.—Is it within your knowledge that the cost of Local Fund and Municipal schools has been in some cases five or six times as great as that of result schools of the same standard?

A. 3.—I know they are more expensive; but not how much so.

Q. 4.—Speaking of inspecting schoolmasters, you say "it is notorious that this agency has not been successful." What agency would you propose to substitute for it?

A. 4.—There should be an increase in the number of European Inspectors and also in the number of Deputy Inspectors. And if, in course of time, it is insisted on that teachers in result schools shall be trained, the necessity for inspecting schoolmasters will be done away with.

Q. 5.—You say at no distant date it may be possible to lay down the rule that the teacher must hold a certificate of Normal training before his school can be examined for a result grant? Do you approve of such a condition?

A. 5.—I do approve, but I think it has been prematurely introduced into some districts.

Q. 6.—You would relieve Local authorities of all charges connected with girls' schools. From what source should their cost be defrayed?

A. 6.—From Provincial funds.

Q. 7.—Would you then advocate the establishment of Government girls' schools?

A. 7.—Distinctly not as a system—I think there are very few cases in which Government girls' schools need be established at all.

Q. 8.—You would then have the management local, but the cost borne by Provincial funds?

A. 8.—Yes; the management should be in the hands of Local Fund Boards, Municipalities, and private individuals, but the cost should be defrayed from Provincial funds.

Q. 9.—In your 12th answer you say "the present system fails in regard to female education." Are you speaking of the result system?

A. 9.—Yes; I speak of the result system.

Q. 10.—Is the salary system suited in your opinion?

A. 10.—Yes; provided modifications are made in the details of the rules.

Q. 11.—You say, "It is certainly desirable that the case of girls' schools should be treated with the utmost leniency." In what direction should this leniency be shown?

A. 11.—In a modification of the details of the grant-in-aid rules, *e.g.*, grants to male teachers in female schools should be given on the same terms as to female teachers, in the lowering of some of the standards of the result rules, especially those of arithmetic.

Q. 12.—In answer 19 you compare the aid to training schools in Madras with that to the same schools in England; but while the English schools for training schoolmasters are for elementary schools, here teachers for higher schools are trained. Is not this important?

A. 12.—It is, but the aided Normal schools at present in existence in this Presidency are entirely for elementary education.

Q. 13.—In your 27th answer you say: "Boys with small attainments and in a humble position in life have been encouraged to aim at passing the Matriculation examination, when it would have been far better for them to have closed their school career at the middle school standard." Would you, with a view to providing for the two classes of pupils, namely, the one class intending to go on with a college course, and the other whose education ends in the high school, have a bifurcation in secondary education, one with a curriculum leading on, and the other with a scheme complete in itself as far as it goes?

A. 13.—I would not. Though there are evils, yet the stimulus of preparation for the examinations counterbalances any shortcomings in the subject of study.

Q. 14.—May I gather from your answer to question 27 that you approve of the Middle School Examination?

A. 14.—Yes, it meets with my approval.

Q. 15.—In your answer to question 44 you say, "It should be insisted upon as a *sine quâ non* that every Eurasian young woman admitted into a Normal school should be obliged to pass an examination in a vernacular language before receiving a certificate of qualification as a teacher." May I ask if you are aware that this is so far insisted on that only what is termed an 'imperfect'

certificate is granted unless such an examination is passed, and that this carries a considerably lower grant?

A. 15.—I am aware of that, but I do not think that provision is sufficient.

Q. 16.—(*A. 45.*)—You say, "the number of marks required for a pass, viz., *one-half*, is too high." Are you aware that it is within the discretion of the examining officer to accept 40 per cent. for a pass in any subject provided the results in other subjects are pretty satisfactory?

A. 16.—Yes, I am aware that 40 per cent. may pass in such a case.

Q. 17.—You object particularly to the standards in mathematics as too high. What would you propose to omit from the present standards?

A. 17.—I would omit vulgar fractions both from the Fourth Standard and from the Upper Primary. This latter examination in Madras is considerably above the standard laid down by the Government of India.

Q. 18.—(*A. 45.*) What servants' grants in girls' schools do you consider necessary?

A. 18.—Grants for conductresses are a necessity in the present state of Native society.

Q. 19.—(*A. 62.*) Do you approve of the standards of instruction laid down in 'Standing Orders'?

A. 19.—In the main I do approve of them.

Q. 20.—(*A. 62.*) You mention the Primary, Middle School, and Matriculation Examinations as accomplishing a certain object. Is my inference that you approve of all these examinations correct?

A. 20.—I think there must be some examinations of this kind at such stages of the school career, but I do not entirely approve of the present scheme of the Upper Primary for girls.

By THE REV. WILLIAM MILLER.

Q. 1.—In your answer to question 23, you use the words "enormous prestige of Government institutions." Some gentlemen of experience seem to doubt whether much weight should be attached to this consideration: may I ask whether you have experienced or observed any proof that this prestige is so powerful as your words indicate?

A. 1.—Facts have come under my own notice in Madras which to my mind justify my expression, and I have reason to believe that this prestige is much greater in the mofussil.

Q. 2.—Referring to your answer to question 37, may I ask whether the withdrawal of Government from the direct management of schools would really develope a spirit of reliance on local resources and of self-help? Or, would the management of schools and colleges from which Government withdrew fall into the hands of Missionary bodies, so that in the matter of training for self-government the people would be exactly where they were?

A. 2.—I firmly believe that the withdrawal of Government would greatly tend to a spirit of reliance on local resources. I think that scarcely any schools so given up by Government would pass into the hands of Missionaries. Personally I would deprecate any change that placed the higher instruction of the country entirely in their hands.

Q. 3.—Do I rightly understand you to mean that schools and colleges managed by Missionaries would gain little or nothing by such withdrawal on the part of Government?

A. 3.—Certainly your understanding is correct.

Q. 4.—If this be so, why should Missionaries be in favour of the withdrawal of Government?

A. 4.—All Missionaries are not in favour of the withdrawal of Government. I am not aware that Missionaries as such are in favour of this transfer of schools. Where they are in favour of it, it is not because they think their own special interests would be promoted, but because they believe it to be for the general good of the country.

Q. 5.—If the Managers of aided schools be compelled, by the full development of the tendency you speak of in your answer to question 62, to assimilate their curriculum in all things to that of a Government school, and to manage it in all respects as the Educational Department directs them, what do you think the effect will be upon non-Government education?

A. 5.—Either to put an end to it altogether or to make Managers withdraw their schools from Government aid, and to set them in direct opposition to the whole Educational Department.

Q. 6.—In your answer to question 63, you say 20 years: Is this not a mistake for 12 or 13?

A. 6.—I believe it is.

Put subsequently through THE PRESIDENT.

Q. 7.—When you said in answer to Dr. Jean that the existence of a school in which religious instruction is given would serve as a motive to Natives to start a rival school, did you mean that it would serve as such a motive always or sometimes?

A. 7.—Only sometimes.

By THE REV. DR. JEAN.

Q. 1.—Speaking of indigenous schools under No. 4, you say that the methods of instruction in use in those schools are of the most barbarous kind. You are surely not unaware that the Natives have certain methods of calculation by which even a man of no instruction can work complicated questions as surely as an educated man can by using European methods, and in a much shorter time? That even many who have been instructed in the European methods, make little or no use of them, and prefer the Native methods?

If so, should not the native methods be made use of even in schools brought under the Department?

A. 1.—In using the adjective *barbarous* I had in view especially the method of teaching language, and not arithmetic, though I do not think it advisable to introduce the Native methods of counting into schools.

Q. 2.—You speak under No. 4 of an offer of ₹5 per mensem made to schoolmasters in the Madura District to induce them to accept Normal training. May I ask whether it was made to all the schoolmasters in the Madura District, or only to the masters of that district?

A. 2.—This was a special offer made by the present Principal of the Christian Vernacular Education Society's Institution in Dindigul, and was restricted to the number mentioned in my evidence.

Q. 3.—Again under the same No. 4. Am I to understand that you would make the certificate of Normal training obligatory on all schoolmasters, even on matriculates, under-graduates, and graduates?

A. 3.—I would, but I would not require the same length of training from all.

Q. 4.—You would then advocate the suppression of the ordinary certificate?

A. 4.—Yes, I would, after a transition period.

Q. 5.—(*A. 15*, t*No. 1.*) You say that "wherever a Governmen school has been established, the officials of the district, both European and Native, have very properly shown all in their power to enlist the sympathy of the educated Natives of the neighbourhood in its support, so that the persons who would most naturally give the money in any effort to establish an aided school, are already interested in the welfare of the Government one." Are you aware that in several places the Natives themselves came forward first, and urged upon Government to establish a school, and that Government consented only when the Natives contributed a notable sum for the erection of the school?

A. 5.—I am aware of some cases.

Q. 6.—(*Ibid., No. 2.*) You say: "The education given in a Government school being purely secular, to the majority of Hindus there would be no motive of a religious character to induce them to start a rival school." Do you imply that if a school imparting religious instruction be started in a place, motives of a religious character will generally induce Natives to start a rival school of their own?

A. 6.—It will be a motive.

Q. 7.—With regard to No. 19, would you specify how the intention of the Code may be occasionally frustrated by the action of Local Fund Boards and Municipalities?

A. 7.—By the Local Board and the Municipalities introducting conditions of aid which are not found in the Code, *e.g.*, by requiring that all the pupils be vaccinated, and also that the masters hold a certificate of Normal training.

Q. 8.—With reference to No. 21, could you instance any aided college exacting only R2 from its students?

A. 8.—I can give no instance. But R2 is the minimum fixed in the Government scale for some colleges.

Q. 9.—(*A. 23*). Considering that there is not one town of 100,000 souls in the mofussil, and, therefore, that there is no town which may feed two colleges, is it not all but natural that wherever Government has established a college, no other college should be established to compete with it?

A. 9.—I think there are towns in which two colleges can exist, and in one town, Tinnevelly, there are two aided colleges.

Q. 10.—(*A. 27.*) You say that it would have been better for boys of small attainments to close their school career at the Middle School Standard.—But, as the certificate they obtain by passing this standard is of no value unless they pass in the first class, are not they in some way compelled to prosecute their studies beyond the middle school?

A. 10.—The pupils I refer to had better turn their attention to pursuits in life for which a matriculation certificate is not necessary.

Q. 11.—You say in your answer 37, "One of the strongest reasons that the wealthy Natives of this country have not done more to start schools of their own, is the belief that such a course is not regarded with favour by the Education Department." Do you really think that the Managers or Committees who started the high schools at Combaconum, the Patchiappah's College in Madras, were doing a thing which the Education Department did not regard with favour?

A. 11.—I cannot answer that question.

Q. 12.—May I ask you whether in your answer 38, in which you say, "In the event of Government withdrawing from the direct management of any particular school and handing it over to a Local Committee," &c., you mean *schools* properly, and not colleges?

A. 12.—I mean school, not college.

Q. 13.—You say, in answer 23 and No. 1, of your evidence, that for a non-Government institution to compete successfully with a Government institution, the first condition is the former must have as large a staff of European professors as the Government one; that for this purpose the Managers must be in possession of ample funds. Does not this imply that if Government were to hand over one of its colleges to a Native Committee, on the condition that the instruction in it would not deteriorate, the Native Committee should be able to command as large a staff of European professors as Government itself, and for this purpose, be in possession of enough funds?

A. 13.—Indirectly it does.

By THE PRESIDENT.

Q. 1.—Are we to understand, from answer 45 in your evidence, that you think female education has hitherto not had a fair chance at the hands of the Department?

A. 1.—I do think it has not had a fair chance hitherto.

Q. 2.—Are we to understand that the severity of the standards applied by the Department to girls' schools, practically deprives them of the liberal intentions of Government as regards the encouragement of female education?

A. 2.—Certainly.

Q. 3.—Do you think it possible in India to largely extend female education without female Inspectors?

A. 3.—I think it is much better to have female Inspectors. The feelings of the respectable classes are against male inspection of their girls. The girls would remain longer at school if they only come in contact with female teachers and female inspectors. I say this from my own experience as a Manager of girls' schools.

Q. 4.—Do you advocate an Education Act?

A. 4.—Most certainiy I do. I consider it the only guarantee for the proper expenditure of educational funds, and the only means of securing legal rights to private educational enterprise.

Evidence of MRS. KEARNS, *Missionary, Church of England Zenana Mission Society, North Tinnevelly.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—My experience on the subject of education has been gained during a period of twenty years of Mission work in Tinnevelly and Tanjore, in connexion with my late husband, who ever held that the education of the masses was of the greatest importance, and who was the first in Tinnevelly to place his schools under the result system.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—On the whole, primary education has been placed on a sound basis. The great apathy of the people prevent further development, except some plan could be found to rouse them, or to *enforce* education. Further help in the way of grants of money to schools would only further ruin what little independence is left in some, and they would do nothing for themselves.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Education is sought for in our Mission schools chiefly by the lower classes, because they are not allowed to attend the indigenous schools. Primary education is extending among the higher and middle classes, but its progress is extremely limited among the lower. The heads of villages and the influential classes are establishing schools for their own castes, but they are extremely careful not to allow the lower castes to attend these schools.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—In North Tinnevelly, where I am at present working, I have met with indigenous schools in nearly all large villages, and have been surprised to see them in existence in some small villages. They are conducted in the most primitive style. The children come at all hours, and school is kept from sun-rise to sun-set and even after dark, for such boys as are at work during the day. The children are huddled together in any place, without any division of classes. Each boy has his lesson distinct from another. The master has to attend separately to the boys, teaching them to repeat after him, thus exercising their powers of memory only, and not making them learn by themselves or awakening their other faculties. Little or no explanation is given, and the children go through their lessons like parrots. The rod is liberally used, with sundry other curious discipline, tending to injure the children physically—such as stooping without bending the knee and touching the toes with the hands—standing in a hot sun, with heavy stones in each hand, &c.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—I know of no "private effort" that Government can depend upon for the supply of elementary instruction in rural districts.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—In each district a school might be opened for giving instruction to teachers of primary schools. With regard to who should be admitted to these schools, preference should be given to *hereditary teachers* over those who are strangers. In most villages, the profession of schoolmaster is hereditary, and these have influence with the people. If such men could be taken in hand for a few years, it would be of immense advantage to the people. They might have a little help by scholarships, to enable them to give their whole time to training in the district school for future work as schoolmasters.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and specially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—The course of instruction as required by the educational Grant-in-aid Code is, as far as I have seen it work, very well suited to the people. Such of the Natives as I have spoken to on the subject have expressed themselves satisfied with it.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular is taught in the schools of the district in which I reside.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The result system works better than the salary grant system. The former makes the teachers careful not to use rough discipline, and makes them see that the children attend regularly, and they do (as far as they are able) try to teach and fit the children for examination.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary school?

Ans. 13.—I consider, that if it was the rule to demand fees, that we could get them, and that the taking of fees would have a good effect on the working of the schools. The parents would try to get their money's worth and more, and make the children attend regularly.

The present mode, of allowing people who can well afford fees to send their children to school without the smallest payment, gives them the idea that they are benefiting the Manager and schoolmaster by their attendance. Fees suited to the capacity of the people ought to be compulsory. At first, the carrying out of this rule might close some schools, but those who remained would be all the better in character and efficiency, both as regards teachers and pupils.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—The primary schools, I think, need not be increased, but they certainly require to be made more efficient. This can be done only by improving the teachers. The schoolmasters of indigenous schools are utterly unfit to teach—they have had no training and are mostly very ignorant. Provision should be made in every district for a Normal school to train adult male and female teachers.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—I do not know of any one who would take the trouble.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives do find employment readily.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—There is not a single person that I know among the Natives, who would, without pay, take upon himself to inspect the school in his own village.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—There are a few mixed schools—that is, for boys and little girls—in my district. I am not alluding to Mission schools. During the past year I have noticed a decided wish for female education in North Tinnevelly. I have often seen little girls attending boys' schools, and paying fees too.

On this subject I beg to remark that it would be helpful, if it was allowable, that adult males and females would be admitted to examination by the Government Inspectors. The idea among the people is, that *they are not allowed* to come up for examination with children. Also if Government would give scholarships to girls, to enable them to remain longer at schools. Scholarships to be as follows:—

For the first two girls of a school on the result system of the IIIrd Standard examination,—8 annas per month.

For the first girl of a school on the result system of the IVth Standard examination,—1 rupee per month.

A bonus of 5 rupees for each girl passing the Special Upper Primary examination.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—If my suggestions regarding scholarships to girls could be carried out, it would at once provide good female teachers for girls' schools. The more so, if adult females were allowed to compete. I often come across intelligent widows, who would be very glad to be trained to do something for themselves, and who would be acceptable teachers, if they were caste-women.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—Greater precautions are necessary for the proper keeping of the attendance registers, when the schools are not under good Managers. In indigenous schools, the register should be countersigned by the village official once a month, and the Local Fund Inspector should visit each school at least once every two months. In result schools, teachers teaching above the IIIrd Standard ought to hold certificates.

Cross-examination of Mrs. Kearns.

By Mr. P. Ranganada Mudaliyar.

Ques. 1.—In answer 14 you say "the primary schools need not be increased." You intend this remark to apply only to Tinnevelly and not to other districts of the Presidency. Is that so?

Ans. 1.—Yes, my remark applies only to Tinnevelly.

By Mr. Fowler.

Ques. 1.—With your experience, do you think it would be judicious at present to *enforce* education?

Ans. 1.—I think it would be; and that they would see in time that it was for their good. Parents are often willing, but they have not the moral courage to force their children to attend school.

Ques. 2.—In answer 10 do you refer to the course of instruction in result or in salary grant schools?

Ans. 2.—In result schools.

Ques. 3.—And you think the present result standards suited to girls' schools?

Ans. 3.—Yes, I have found them so.

Ques. 4.—Do I gather correctly from your 14th answer that you think the *number* of primary schools sufficient?

Ans. 4.—I find that if there are too many schools, they tell one against the other.

Ques. 5.—Do you think that caste-women would or *could* in the present state of society proceed to a Normal school to be trained?

Ans. 5.—They are more and more showing an inclination to be educated, and to break through the trammels of caste.

By the Rev. Dr. Jean.

Ques. 1.—You say in your answer 13 that "Fees suited to the capacity of the people must be compulsory." May I ask whether, in the case of a poor and extremely backward population, you would object not only to no fees being exacted at first but also to little presents being offered or promised as an inducement for parents to send their children to school?

Ans. 1.—Certainly at first I would not object.

Ques. 2.—In answer 41, you say that there are a few mixed schools in your district. May I understand that the reason for which mixed schools are not more numerous is that they are not popular?

Ans. 2.—No; they do not object to little girls being mixed with boys.

By the President.

Ques. 1.—With reference to your answer 33, may we understand that you know of no Native who has sufficient interest in education to lead

him to take the trouble of conducting a school examination?

Ans. 1.—Yes; I know of no such Native.

Ques. 2.—May we understand that, while you would "*enforce*" primary education, you would not give further grants-in-aid to it?

Ans. 2.—Yes I would *enforce* it by official authority, as in England; but I would give no further grants.

Ques. 3.—Are we also to understand that you would not render the standards easier for girls' schools?

Ans. 3.—I would not render them easier.

Ques. 4.—Do these replies, and those given in your evidence and the rest of your cross-examination, only apply to North Tinnevelly?

Ans. 4.—Yes.

Evidence of THE REV. VINCENT W. HARCOURT, *Principal, C. M. S. Sarah Tucker Female Normal School.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—In charge and Principal of Sarah Tucker Female Normal Institution, and 5 girls' boarding schools, and between 55 and 60 branch girls' schools. Residence in India more than 20 years. Have always been connected with primary education during this time. I am employed by the Church Missionary Society.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The *results* system appears to me a sound system, and sufficient for the primary education of the community for a long time to come.

The system of administration is really very complicated. Sometimes to gain a grant for a school or to make some trifling alteration in the date of its examination, the aid of a (1) Sub-Inspector, an (2) Inspector, a (3) Collector, and a (4) Director must all be called into requisition *and* the district Gazette. I have not yet drawn half my grants for 1881-82, and 1882-83 examinations are proceeding.

Two certifying memos. sent to Inspector's office for countersignature in the middle of August 1881 are returned to me April 1st, 1882, after repeated letters from me. I am now in correspondence with a Sub-Inspector to recover two grants for 1879-1880. How to simplify affairs will be more apparent to those in authority. I merely point out that the present system is cumbersome.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—It is very generally sought after by all classes except Pallars and Pariahs and Chucklers (as a class). The higher classes are indifferent in the matter rather than hostile. Primary schools are increasing by leaps and bounds all over the district. Needy men with a certain amount of education and some acquaintance with Government forms make a compact with some man with a smattering of knowledge or worn out old master to revive or create a school of which he himself (the originator) is to be recognised as Manager and is to receive a share of the grant.

The Local Fund Board in this Zillah, Tinnevelley, finds it impossible to make any forecast as to what the schools will cost the next year. In one circle alone 500 new schools beg to be accepted for result grants.

We, the Local Fund Board (Tinnevelly Circle), have had to vote one-sixth of the land cess, 30,000 Rupees (instead of 18,000 originally budgetted), to meet expenses of 1882-83, and anticipating a yearly increasing expenditure have to consider whether for the next year it will be better to increase the taxation or to *decrease* the grants for *boys' primary* schools.

(*Provincial* funds meet boys' *middle* schools, also female education).

At our last meeting we have arranged 1883-84 to pay 75 per cent. of the *present* result grants to keep the expenditure within bounds.

Tinnevelly stands at the head of all the Zillahs in education; see last Report on Public Instruction, page 7, where it ranks after Madras and the Nilgiris, that are exceptional. Its "proportion" of population to one pupil 1879-80 is 59, last year it was 62; showing its advance. Chingleput stands next, but is far below; its "proportion" of population is 80.

DISTRICTS	Area in sq. miles.	Population.	Scholars connected with the Department.		Proportion of Population to one Pupil.	
			1878-79.	1879-80.	1878-79.	1879-80.
Tinnevelly	5,176	1,693,959	27,210	28,772	62	59

Ques 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—There are here and there still existing a few indigenous schools on the results system.

Some of the books taught in these schools not depending on Government aid are—

First class குழிப்பெருக்கம் multiplication table, including fraction, multiplication, and multiplication of tens of 1,000, உலகநீதி Moral duties in poetry.

கதிர்காமர்லே Praises of a god கதிர்காமன்

Second class. புத்திப்படலம்.

சிந்தாமணி—A treatise against immorality.

திவாகரம்—A catalogue of names of gods and goddesses.

Third class அறுபதி அலங்காரம்—A description of holy shrines.

குறவஞ்சி—Description of Courtallum and history of Valliammei and Subbramanian.

பிள்ளைத்தமிழ்—A treatise on Subbramanian Menachi or some other god.

The fees are every Saturday a spoonful of oil from each pupil. Every Friday 4 or 5 chillies from each pupil. On the third day prior to Amavasei, called பிர தோசம், betel nut is received twice a month. The day previous to Amavasei, called உச்சிப்பள்ளி, is considered a half holiday, when each pupil gives two pice or half measure of paddy. When a scholar is first admitted in the school a pair of cloths and from 1 Rupee to 7 Rupees are presented to the master. A festival called சரசுவதி பூசை is kept in the month of புரட்டாசி (September), when about 20 or 30 Rupees is raised from the parents and relatives of the pupils. On a day called பிள்ளையர் சதுர்த்தி, in the month of ஆவணி (August), each pupil gives 4 pice, or 1 anna. The teachers buy plantains with the money and offer them to Pilleiar (god), give a part to the pupils and take the rest themselves. The above fees and books are fast becoming relics of the past.

Our Local Fund Board are unwilling to incur the great expense of a new Normal institution for Hindu masters, as they can hardly meet the growing expenditure to meet result grants. The *Hindu* members are most decided in this opinion.

Government Middle School examinations have furnished a number of educated men fit to be teachers in primary schools.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—In Tinnevelly Zillah there are 100,000 Christians (C. M. S. 55,000) (S. P. G. 45,000). Say 100 Native pastors and 10 European Missionaries all bent on (Christian) education. Each Christian congregation has a school. I spend about ₹5,000 a year on *Branch schools* amongst *Hindu girls;* money collected in England and India. Government adds ₹3,000 to this. I have also five girls' boarding schools (Christian), for which I gather ₹ 2,500 yearly.

Missionaries are undoubtedly the most efficient and active educators of the masses at present in Tinnevelly. Then again here and there wealthy individuals in a town start a school for the sake of a boy of their own. I have just returned from examining such a school, whose master is anxious to make me its Manager, and is quite willing to use Mission school books. I may say here that not even Brahmins, much less other castes, object to sending their children to Christian schools. I have several exclusively Brahmin girls' schools.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 7 & 8.—I should attempt to simplify the administration in some such way; though I write with great diffidence, as the subject is beset with difficulties.

My remarks refer to primary education, which I should entrust to Local Fund Boards.

A Local Fund Board should have a sub-committee for education. The President of this sub-committee should regulate the number of schools to be examined or received on the results system —and should know how much money he has to spend in the year. The schools (primary) are to be examined by Deputy Inspectors, as now, but with smaller pay and one for each taluq (I have good Inspectors on ₹20 a month. We could get them for the Board for ₹30 with batta included). Over all these I should place one Native Inspector on better pay, say ₹50 or 60 or 100 with batta, who is to be under the President of the Educational Committee, and besides signing pay bills and sanctioning application forms, should accompany his Deputy Inspector to a few of their schools in the year when they are being examined, to see that the standards of examination are kept up to the mark.

This President of the Education Committee is to receive a monthly honorarium.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools (*c*) Girls' schools, (*d*) Normal schools?

Ans. 19.—The tests are so severe for village boys and girls that the Inspectors are obliged to be lax in their examination, or most of the primary schools would be shut up, not gaining sufficient grants. As it is, the children systematically fail in certain subjects, notably arithmetic. The attendance of the children, particularly girls, is so irregular, it is impossible for them to get up many subjects.

I should omit from primary girls' schools' curriculum (1st to 4th Standards inclusive) fractions, history, hygiene, and grammar.

Girls' schools should receive grants for—

(*a*) A servant to bring the girls to schools, say 1 rupee per 10 girls.

(*b*) Rent 3 rupees and 2 rupees per mensem in towns and villages.

(*c*) Sewing stuffs, scissors, &c.

All these included in the extra grant allowed for girls, 75 per cent.

A standard preliminary to the 1st might well be allowed for boys and girls, *viz.*:—

Reading—Vowels and consonants combined	₹ 1

Writing—Vowels and consonants combined	1
Arithmetic—Notation and numeration to three figures . .	1
Rough hemming	1

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—Christians, Muhammadans, and Hindus are all treated strictly alike, without partiality.

Ques. 41.—Is there indigenous instruction of girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—There is very very little. Again and and again in a few large towns the people, perhaps stirred up by a Collector, or in emulation of my girls' schools, have attempted to carry on a girls' school, but the project has fallen through. The people as a whole are indifferent to female education, and do not second the efforts made for it. We succeed because we look upon it as a religious duty to teach. My mistresses are gentle with the girls and win them to a regular attendance by a kind influence over them. But still the work is up-hill work, and if the examinations were at all strict, we should have to close our schools so far as they depended on Government aid, as we could not prepare our girls for the examinations owing to their irregular attendance.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvement can you suggest?

Ans. 42.—The Department *liberally* aids our Mission girls' schools, my sixty Hindu schools for caste girls, my Sarah Tucker Female Normal Training Institution with 120 girls, Mrs. Sargent's and Mrs. Thomas's large Christian Boarding schools, and five of my own (C. M. S. Boarding schools). We must be content in *Hindu* girls' schools to teach the very rudiments of education for some time to come, as the girls are so irregular in their attendance, and no compulsion can be put upon their attendance. Nevertheless, I am quite hopeful about female education, as I consider we are doing a great preparatory and necessary work even with these weak Hindu schools, familiarising the minds of the people with the idea of female education, and creating a taste for further advancement. Reading and writing prepare the way for grammar, poetry, and geography.

Cross-examination of THE REV. V. W. HARCOURT.

By THE REV. WILLIAM MILLER.

Q. 1.—You say that you have not drawn your grants yet for 1881-82: may I ask whether such delay in the payment of grants is an exceptional thing or one of ordinary occurrence? If the latter, please say how such delay arises?

A. 1.—We have never been so long delayed as this year, although in previous years the delay has been longer than I can reasonably account for. Bishop Sargent has still some ₹6,000 owing him for 1881-82. I have not been able to get an answer as to the reason for this delay, nor has Bishop Sargent.

Q. 2.—In one or two of your answers (*e.g.*, in your answer to question 19), you refer to Inspectors being lax or lenient in their examination: please explain in what way they are lax or lenient?

A. 2.—By Inspectors in my answer I mean Deputy Inspectors, and I refer to the examination not of my institution, or boarding schools, or boys' schools, but only to my primary village girls' schools, where little girls are just being brought into contact with "the three R's." I do not mean to say that they lower the Government standards, but in sewing, for instance, they will be more lenient towards the sewing being soiled. Instead of insisting on a multiplicity of weights and measures for the arithmetic, they confine themselves more to money tables. I might quote other examples in which an allowable leniency is shown in the treatment of primary village schools.

Q. 3.—Would you kindly say whether upon the whole you consider that you receive adequate aid from Government in carrying on your various schools?

A. 3.—If the requirements of the standards were strictly pressed, I should by no means receive appropriate aid.

At the request of THE PRESIDENT.

Q. 1.—Do you wish it to be inferred, from your answer to question 19, that the severity of standards is such as would result (if the Inspectors were not lenient) in the practical frustration of those benevolent intentions of Government towards female education which are shown by the higher rate of payment awarded to a girl who passes a given standard, and in other ways?

A. 1.—The standards are too severe decidedly, considering the time allowed to pupils. It takes me two years to prepare litile girls for the first standard, and two years to prepare them for the fourth standard after they have passed the third, whereas it seems to be contemplated in the rules that each standard should be prepared for in one year.

Q. 2.—Have you any suggestion to make for securing that the intentions of Government in the way of aiding all efforts after self-help shall be practically and permanently carried out?

A. 2.—I should certainly wish that the aid that we receive were placed on a sounder basis than at present, *viz.*, that it should be assured to us by an Educational Act.

By THE REV. DR. JEAN.

Q. 1.—You say that you have several exclusively Brahman girls' schools. (*A.* 6.) May I ask whether Christianity is taught in such schools?

A. 1.—It is.

Q. 2.—Under answer 19, you say that you would omit grammar from the primary girls' school's curriculum. Do you mean that you would teach them their vernacular or English without grammar, or that they should not be examined on this subject?

A. 2.—As a matter of fact, I take very little English in my branch schools. I should omit

grammar in vernacular primary schools as a study and as a matter of examination.

Q. 3.—Under No. 6 you say that "not even Brahmans, much less other castes, object to sending their children to Chistian schools." But under No. 41 you say that "again and again in a few large towns the people, perhaps stirred up by a Collector, or in emulation of your girls' school, have attempted to carry on a girls' school." Please, how do you reconcile these two statements?

A. 3.—In the first answer I mean that they do not seriously object. If they had two schools equally well taught, in one of which Christianity was taught, and not in the other, then they would choose the non-Christian school.

Q. 4.—May I understand that the stirring up of the people by a Collector is a mere conjecture?

A. 4.—I was thinking, when I wrote the passage referred to, of Mr. Puckle; and I think I may add of Mr. Pennington, who have tried to institute girls' schools. But these attempts have invariably languished after a very short time.

By Mr. Fowler.

Q. 1.—You say "the result system is sufficient for the primary education of the community." Will you kindly explain exactly what you mean by saying 'the system is sufficient?'

A. 1.—I meant of the masses—not of the higher classes; their wants and occupations are so simple that their education may be also simple.

Q. Then you do not refer to the number of schools?

A. No, not to the number of schools, but to the code of instruction.

Q. 2.—In your 3rd answer you say the Local Fund Board finds it impossible to make any forecast of what the schools will cost next year. "How does this impossibility arise, seeing that every school applying for aid for 1883-84 must apply before the 31st December 1882, giving particulars of the number of pupils to be presented under each standard, and thus enabling the Educational officer who scrutinises the lists to estimate, with considerable precision, the probable expenditure for the year?

A. 2.—These rules respecting application, these scrutinies, and these authorisations, are all in confusion, I have good reason to believe. I am speaking of Tinnevelly.

Q. 3.—Do you consider this confusion due to the system or to bad administration?

A. 3.—I can only guess at the causes. I think it has chiefly to do with the system, including the innumerable references from one officer to another, before a grant is either sanctioned or paid. I think it has also to do with Colonel Macdonald, the former Director.

Q. 4.—In answer 4 you speak of the *great expense* of a new Normal institution for Hindu masters, can you state what the Board estimate as the annual cost of such a school?

A. 4.—I am afraid I cannot. They estimated the expense and framed their decision on that estimate.

Q. 5.—Is it within your knowledge that very efficient schools of the class are maintained at a cost of between R2,000 and R2,500 per annum?

A. 5.—I am not aware.

Q. 6.—In answer 19 you propose to omit certain subjects; in that case, would not the possible grant be lowered, seeing that history, hygiene, and grammar each carry a grant?

A. 6.—I should make up for such decrease by giving grants for collectors of the children, for rent, and enhanced grants for sewing; also for prizes.

Q. 7.—Is it not the case that, practically, these subjects may be omitted under the present system, the Managers being at liberty to abstain from presenting children in certain subjects?

A. 7.—I would present a girl for even one subject; nor would I oblige a master to bring up the girls in classes. I would have a Sub-Inspector keep a list of all the girls under instruction in each village, with the subjects marked down already examined in, and let him examine in any one subject, or more, in his annual visit.

Q. 8.—In more than one answer you speak of girls' irregular attendance; in your 41st you say "We could not prepare our girls for the examinations owing to their irregular attendance." Does not this point to defective discipline rather than to too high requirements in the standards?

A. 8.—I hardly think so. A Christian mistress has but a limited hold over her Hindu girls. They are required much more than boys at home in helping their mothers.

Q. 9.—In your last answer, you propose Deputy Inspectors on R30. Do you consider such salary sufficient for men with such responsible duties?

A. 9.—I do in Tinnevelly.

Q. 10.—With reference to your first reply to Mr. Miller, are you able to say whether the delay has been due to the system, or to any individual?

A. 10.—I should have felt those delays much less if there had been more individual sympathy, and a frank explanation of the cause.

Q. 12.—Is it the same Deputy Inspector in the case both of your schools and of Dr. Sargent's?

A. 12.—They are the same.

By Mr. Ranganada Mudaliyar (*through* the Chairman).

Q. 1.—In answer 3 you say that your Local Fund Board has "to consider whether for the next year it will be better to increase the taxation or to decrease the grants for *boys' primary* schools." Which of these seems to you to be the better alternative?

A. 1.—I think I should combine both, disliking taxations as rendering schools unpopular.

Q. 2.—Does it not seem to you desirable to make primary education as nearly self-supporting as possible in a district like Tinnevelly, where there is such a large and ever increasing demand for it?

A. 2.—It seems to me the right thing to make it gradually, as far as possible, self-supporting.

Q. 3.—In answer 6 you remark that "not even Brahmans, much less other castes, object to sending their children to Christian schools." Does this remark apply only to Tinnevelly, or to the whole Presidency?

A. 3.—I can only write of Tinnevelly.

Q. 4.—In the same answer you say "I have several exclusively Brahman girls' schools." Am I to understand that, though Brahman parents do not object to send their daughters to Christian schools, yet that they do object to their girls associating and mixing with girls of a lower caste?

A. 4.—They do object to their girls so mixing.

Evidence of THE REV. J. L. WYATT, *S. P. G.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been nearly 15 years in the country, engaged in Missionary work, of which education forms an important branch. I was for nearly 12 years in Tinnevelly and have been nearly 3 in Trichinopoly.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—I consider that the system of primary education has been placed on a sound basis, provided the system is not impeded and marred by such an extensive reduction of results grants as has been proposed in some districts. Any considerable reduction in results grants will be ruinous to the cause of education.

An educational cess throughout the country, most certainly in Municipalities and wherever practicable in rural districts, *i.e.*, in those districts where primary education has been considerably developed, as in Tinnevelly, appears to me desirable. The present allotment of one-sixth of the revenue is insufficient to meet the grants in Tinnevelly, and it will not, I think, be sufficient in Trichinopoly as soon as elementary education is properly extended among the rural population.

No alteration in course of instruction seems to me to be required.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes especially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary instruction is sought for by the people in general in the district of Tinnevelly, in which Christianity has made so much progress. In the district of Trichinopoly elementary education appears to me to be in a *very* backward condition among the rural population.

No classes, as far as I know, except silk-weavers, especially hold aloof from primary education for their boys, but from their degradation and ignorance the labouring classes, *i. e.*, the agricultural serfs, do not care for it.

The higher classes are decidedly hostile to the education of the labouring classes, even those who have received the most liberal education and who are graduates of the University. Even officials in the Educational Department are not altogether in favour of the education of the lower classes. It has been remarked that for every low-caste man educated you throw a Brahmin out of employment.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools are mostly relics of an ancient village system. The schoolmaster is paid like the village barber and other servants, by an hereditary portion of the village rates.

The subjects taught in the schools are chiefly classical poetry, the meaning of which is not understood, and mental arithmetic. The boys in the schools also learn to read documents.

The masters of such schools are generally poor Brahmins or Sudras.

As far as I know, no arrangements have been made for training or providing masters for such schools.

The schools might be turned to good account as part of a system of national education by giving them our books and encouraging them by a small grant-in-aid towards the salaries of the teachers provided these books are taught.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I know of no home instruction being given.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Government cannot depend at all on private effort for the supply of elementary instruction in rural districts.

Missionary Societies, in addition to the indigenous schools, are the only private agencies which exist for promoting primary instruction.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—Funds assigned for primary education cannot be, I think, advantageously administered by District Committees or Local Boards. The people are not sufficiently public-spirited.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest againt the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—Elementary schools should, I think, be entrusted to Municipal Committees for support and management. A definite proportion of the Funds should be set aside as an educational cess.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in

primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—Village schoolmasters generally belong to the respectable middle classes. They are very useful to the villagers as letter writers and small accountants. Indigenous schoolmasters might with advantage be convened from time to time by the Inspectors of schools and examined.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—Yes.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—Yes, the system of payment by results is in my opinion the most suitable system for the promotion of education amongst a poor and ignorant people.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—In my opinion up to and including the third standard, all primary education should be free, and should be provided for by the educational cess I proposed.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—The Missionaries besides the Government are the only people who take an interest in elementary education of the lower classes, and therefore as they are increased the education of lower classes will be extended.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—In this province Native gentlemen are willing and even zealous to establish high class schools, provided the lower classes are kept out.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—No.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives, I think, readily find remunerative employment?

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information.

Ans. 26.—The subjects taught in secondary schools are too numerous, and consequently the knowledge acquired is too superficial. This especially is the case in regard to English, the knowledge of which acquired before Matriculation is generally useless in public employment.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permament?

Ans. 30.—Not in Tinnevelly.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—Normal schools, as they are at present carried on by Government under Native masters alone, appear to me to be useless. Native masters have not sufficient influence, and Native teachers do not care for Normal training. They attend principally for the sake of scholarships attached to the Normal schools. Normal schools under European teachers, who have themselves been trained in the Government training colleges in England, would, I believe, be of very great advantage.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—The present text-books appear to me to be sufficiently suitable.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—The Government department appears to me to have made but little progress in instituting schools for girls; I only know of one school in the district of Trichinopoly, and in this about two-thirds of the girls belong to the temple. Government officials could do much by their influence and advice towards inducing the better classes to send their daughters to schools.

I would venture to suggest that a Capitation grant of 1 rupee a head be given for girls below the first standard who have attended a school for six months. The capitation grant should not be given however for the same girl more then once. This capitation grant would be an inducement to teachers to obtain girls. At present the desire for female education is not very extensive, and teachers have to spend their energies for about six or eight months in teaching the small girls without any remuneration.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—Mixed schools are quite unsuitable except for the lower classes.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—The best method of providing teachers for girls is to open training schools for female teachers, such as the one in Palamcottah in connection with the Church Missionary Society, and the one recently opened in Trichinopoly in connection with the Society for the Propagation of the Gospel. Grants to such institutions should be given on as liberal a scale as those given to the Government Normal school in Madras.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—Missionaries' wives and ladies connected with various missions are almost the only persons who take any practical interest in female education as regards teaching, but I have found other European ladies very willing to help with contributions towards the establishment and support of schools for girls, and occasionally they visit the schools in company with the wives of the Missionaries.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in

the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—I have observed that in some places where an elementary school has been at work for seven or eight months, a man who has no other means of livelihood will come into the village and set up as a schoolmaster and draw away by bribes, &c., the scholars from the regular school, and thus cause a serious loss to the schoolmaster. The intruder has no intention of continuing a school, his only object is by opening an apparently rival school to induce the schoolmaster to promise him some portion of his hardly-earned grant, and the only remedy the schoolmaster has at present, as far as I know, is to comply with the audacious request. Cannot some measure be introduced to meet this defect?

Ques. 50.—Is there any foundation for the statement that the officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—Yes, I speak generally.

Yes, I think so.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—No, I do not know of any tendency to raise primary into secondary schools unnecessarily or prematurely.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—No.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—The system of assigning grants according to the results of periodical examinations should be extended to all primary and middle schools.

Ques. 56.—To what class of institutions do you think that the system of assigning grants-in-aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—To high schools and colleges.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—It appears to me desirable to make promotions from class to class depend upon the result of a general public examination. It saves the masters a great deal of trouble and obloquy.

Cross-examination of THE REV. J. L. WYATT.

By THE REV. WILLIAM MILLER.

Q. 1.—May I ask whether the proposed capitation grant of one rupee would remedy the defects of the present system as regards female education, or whether there are any other defects in it which you wish to bring to the notice of the Commission?

A. 1.—This would not remedy all the defects. I consider the subjects laid down for the higher standards, that is, the fourth and fifth, as too severe. I would suggest intermediate standards to these. It certainly takes two years for a girl to pass from the third standard to the fourth, and the same also from the fourth to the fifth. I think also the present rule about attendance too strict. The number of days on which a girl is required to attend school in order to be eligible for examination is unnecessarily high, especially for the rural districts, at the present stage of female education. There is, too, a great deal of uncertainty about the time for examinations. In some cases a school is examined within 6 or 8 months of its previous examination. I would also suggest enhanced grants for sewing, and also that grants be given for different kinds of work, such as lace-making and embroidering. Grants also should be given for each subject irrespective of a girl being able to pass in another subject.

Q. 2.—May I ask whether the same grants are not now given to the Normal schools in question as are given in the Government Normal school? If not, are you aware of any reason for the difference?

A. 2.—They are not the same. I know no reason why they are not the same. In the Gorvernment Female Normal school scholarships of R6, 8, 10, 12 are given, and in the Normal school connected with the S. P. G. in Trichinopoly the scholarships are only 3 and 4 rupees. I have one on R4-8. In this early stage of Normal schools, when the difficulty of providing female teachers is so great, it seems to me desirable that the grants should be more liberal.

Q. 3.—Several witnesses have spoken of the trouble and difficulty that arise from the system of returns that is in vogue: Have you any complaint to make on this subject?

A. 3.—The returns are unnecessarily numerous, and called for too frequently. They constantly call for new items of information. We find a great difficulty in understanding what they mean, and the consequence is they are very frequently returned to us. The Deputy Inspectors are seldom able to tell us how to fill them up.

Questions put at the request of THE PRESIDENT.

Q. 1.—Are you of opinion, as some other witnesses have been, that the severity of standards tends practically to defeat the intentions of Government in the way of giving special encouragement to female education?

A. 1.—Yes; I am of that opinion.

Q. 2.—Have you any suggestion to make as to the best way of securing that the desire of Government to support all efforts towards self-help may be practically and permanently carried out?

A. 2.—At present it is possible for any Director to alter the rules made by his predecessor, and they have been so altered as to be detrimental, in my opinion, to the interests of education, especially

that carried on by others than Government itself. I think therefore that an Educational Act is most desirable to protect the interest of those agencies.

By THE REV. DR. JEAN.

Q. 1.—With reference to No. 7, would you kindly specify the evils or shortcomings you apprehend in the case of the funds assigned for primary education being administered by District Committees or Local Boards?

A. 1.—By District Committees and Local Boards I understand some new Committees or Boards that are not already in existence, but the formation of which Government are contemplating. I think there would be too much of class interest.

Q. 2.—Have you good reason to rely more on Municipal Committees than on District Committees for the spread of elementary education?

A. 2.—Yes, I rely upon Municipal Committees, as the only ones I know are under the direct supervision of the Collector of the District.

Q. 3.—In connection with No. 13, several witnesses have stated that any education for which parents do not pay is an education upon which they set no value. May I understand from your answer to question 13, that you are of a different opinion on this point?

A. 3.—Yes; I do not regard Education purchased by the wealthy for fees, the burden of which they do not feel, as of more value than the free education of the poorer classes who are unable to pay the fees.

Q. 4.—In connection with No. 14 and No. 42, may I understand that you are of opinion that Government should do for girls what it has done for boys, that is, should start girls' Government schools in the different districts?

A. 4.—I do not think it is necessary that Government should start schools of their own; but they should hold out sufficient inducement to Missionary and other agencies for the development of female education.

Q. 5.—In answer 17 you say that Native gentlemen are willing and even zealous to start high class schools. Do you mean schools for secondary education, or colleges for higher education?

A. 5.—I am speaking of Trichinopoly, and there I find they are willing to establish schools for secondary education.

Q. 6.—In your answer to question 30, do you mean that the schools under the results grant in the Tinnevelly district, receive no support at all from Municipalities?

A. 6.—I meant that salary grant schools receive no support. The results schools do.

Q. 7.—Referring to your last answer, is it your meaning that there should be a public examination for each class without exception?

A. 7.—I have not much experience of high class schools, and I have only mentioned what I heard from the experience of others.

Q. 8.—Then you are not aware that there is a sort of general protest in the Presidency against the excessive multiplicity of public examinations?

A. 8.—Yes, I am not aware.

By MR. FOWLER.

Q. 1.—(*A. 2.*) Do you consider the standards of the results system well adapted?

A. 1.—On the whole, but the Inspectors should be lenient in their examinations of village schools; at present the tendency is to severity, and the consequence is loss of grants.

Q. 2.—Are you speaking of both boys' and girls' schools?

A. 2.—With regard to girls' schools the 4th and 5th standards are decidedly too high.

Q. 3.—You say indigenous schools *might* be turned to good account. Are you aware that the great increase in the number of schools and scholars in connection with the Educational Department has been brought about to a very great extent by utilising indigenous and *quasi*-indigenous schools?

A. 3.—I am aware that it has to some extent.

Q. 4.—(*A. 17.*) You say Native gentlemen are willing and even zealous to establish high class schools, provided the lower classes are kept out. Could such schools, according to the rules, receive aid from Government?

A. 4.—They do receive aid. I am not aware of any impediment.

Q. 5.—Then you are not aware that it is a condition of Government aid that schools shall be open to all classes?

A. 5.—I am not aware that a grant would be refused to a school from which the lower castes are precluded.

Q. 6.—(*A. 31.*) You say, "Normal schools, as they are at present carried on by Government under Native masters alone, appear to me to be useless." I believe *Government* has *no* elementary Normal school except for Musalmans. Perhaps you refer to Local Fund Normal schools?

A. 6.—Yes. I understood they were Government schools.

Q. 7.—At present there are 29 such schools, and their number is likely to be largely increased. Would not their maintenance on the scale you propose be simply an impossibility?

A. 7.—I cannot give an answer to this. Would it not be possible to have fewer schools and make them more efficient by having properly trained European teachers? It does not seem to me necessary to establish Normal schools in each Taluq, or even in each district. If sufficient inducements were held out, men would readily go from one district to another to attend Normal schools.

Q. 8.—Are you of opinion that Hindus, themselves trained in a Normal school, are incompetent to train others?

A. 8.—I think that in most cases they lack influence, though their knowledge should be quite sufficient.

Q. 9.—Have you any idea of the number of primary schools requiring improved teachers?

A. 9.—In the district of Trichinopoly there are very few primary schools except those carried on by the Mission and the Local Fund Board; and these are fairly well supplied with suitable teachers.

Q. 10. (*A. 44.*)—You speak of *grants* to the Government Female Normal School, Madras, but being a Government school it receives no *grants*—will you kindly explain your meaning?

A. 10.—By grants I understand scholarships—and I think that these should be given on as liberal a scale to pupils in aided Normal schools as they are given to pupils in the Government Female Normal Colleges.

Q. 11.—You advocate a capitation grant in girls' schools. Are you aware that a capitation grant was formerly given; and would you not

think a standard below the present first better suited to secure some actual progress among the little ones than a capitation grant?

A. 11.—Yes, I am aware. It would increase the difficulties of examination unnecessarily.

Q. 12.—Is it within your experience that in some girls' schools a very large proportion are mere infants, who really learn next to nothing for a long time; and a capitation grant would, in such cases, open the way to great abuses?

A. 12.—No. Of those who come into our Mission schools, the majority learn fairly well.

Q. 13.—In reply to a question by Mr. Miller you say there is uncertainty about the time of examinations; but is not due notice of the time fixed given several months beforehand?

A. 13.—It has been so in the last year; in the previous years that I have been in Trichinopoly the times fixed were not adhered to. The dates of examination have been fixed without reference to the Managers, and the time allowed for preparation has in very many cases been insufficient.

Q. 14.—With reference to another of your answers to Mr. Miller, are the causes of complaint regarding returns of recent origin or of long standing?

A. 14.—They are becoming more burdensome every year.

Two supplementary questions by Dr. Jean (*through* the Chairman).

Q. 1.—Could you quote any instance of a school set up for girls, and well conducted, but having great difficulty in obtaining to be placed under the results grant system?

A. 1.—No, I know of no such case.

Q. 2.—Are you of opinion that the assistance of Municipalities should be extended to preparatory schools lower than the first standard?

A. 2.—I think it should for girls, but I don't think it is necessary for boys.

By Mr. P. Ranganada Mudliyar (*through* the Chairman).

Q. 1.—With reference to answer 2, are you aware that, in many districts of the Presidency, very much less than the allotment of one-sixth of the land-cess is spent by Local Fund Boards on primary education?

A. 1.—I was not aware, but I could easily believe it.

Q. 2.—Do you then think it desirable to make the Local Fund Board of Tinnevelly devote a larger portion of its revenue to education?

A. 2.—I think it is desirable. At any rate, education should not be impeded by any reduction in the grants.

Q. 3.—In a district like Tinnevelly, where there is such a large and increasing demand for primary education, will it not be a good thing for the people to be induced to contribute a larger proportion of the cost in the shape of fees?

A. 3.—They are already doing what they can, but I do not think it is desirable to press them unduly.

Q. 4.—In answer 3 you say it has been remarked that for every low-caste man educated you throw a Brahman out of employment. By whom was such a remark made? Is it your belief that what makes some Natives hostile to the education of the lower classes, is a selfish desire to monopolize Government appointments; or do you think that their opposition is due to mere caste-feeling, which stands in the way of Brahmans and low-caste people meeting on a footing of equality?

(Note that the argument proves too much, for it is not only every *low-caste man* educated, but every Vaisya or Sudra educated that interferes with the monopoly once enjoyed by the Brahmans.)

A. 4.—With regard to the first part of the question, I do not think it desirable to mention names. I should think partly both.

Q. 5.—The statement in answer 14 is, I presume, intended to apply only to the districts with which you are acquainted, Tinnevelly and Trichinopoly, and not to the whole Presidency?

A. 5.—It must be taken to apply only to the districts with which I am acquainted.

Evidence of the Rev. J. Hudson, B.A., *General Superintendent of the Mysore Wesleyan Mission.*

[The questions and the numbering are not all as in the questions suggested.]

Ques. 1.—State what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I came to India in 1864. For a year and a half I had charge of the Wesleyan Mission High School at Mysore, and for nine years of that at Bangalore. Small college classes were for several years attached to the latter. During the last four years I have had direct charge of several vernacular schools, while as General Superintendent of the Mysore Mission, I have been indirectly connected with a number of schools of various kinds. I have also had a good deal to do with schools for girls.

As all my experience has been gained in the Mysore province, which is not included in the scope of the Commission's inquiry, I am necessarily much fettered in giving evidence. I am obliged to confine myself to general educational questions, and any references to the Mysore province can be for the purpose of illustration only. At the same time it will be borne in mind that until recently this province has been under British administration, and that it does not differ much from some parts of the Madras Presidency.

Ques. 2.—(*a*) To what extent do you think real progress has been made in the education of the masses of the people? (*b*) So far as there has been merely a transfer from indigenous to Government schools, what do you consider is the real gain to education? (*c*) Is it desirable to retain in any way native modes of teaching?

Ans. 2.—(*a*) So far more has been done to improve than to extend primary instruction. Professional schoolmasters have been very generally employed, while the increase in recent years has resulted largely from the transfer of indigenous schools. It is therefore probable that a considerable proportion of the pupils now at school would

in any case have received some sort of education. Moreover the numbers in primary schools are generally swollen by disproportionately large classes of beginners. Few stay long enough to go through the whole course, and thus to reap much benefit from an improved system of instruction. The direct educational results are not therefore nearly so large as the statistics would at first lead us to suppose. The real gain lies chiefly in the radical change of system by which a foundation has been laid for future progress.

(*b*) This change is fully worth all the expenditure of labour and money. Many Native gentlemen seem to doubt whether much advantage has been gained from the simple transfer from one kind of school to another. They think the master worked better when he was wholly dependent on the parents of his pupils for support, while nothing of much importance has been added to the course of study. I am inclined to think that the results as seen in more extensive knowledge although not inconsiderable may not be very great. The memory work may not be so perfect as it was before while the attempts made by teachers at imparting real instruction have doubtless been very unskilful. But this must be expected in a transitional state, while in substituting for a system that had been stereotyped for centuries another that is capable of indefinite improvement a real and most important advance has undoubtedly been made.

(*c*) In order to make Government education more popular with the people there is a natural desire to change old modes as little as possible. But it may be questioned whether any ultimate gain results from such a course. With every desire to retain national customs I can see but little distinction in the Native mode of teaching, which is worthy of a place in a permanent system of education, and until a complete change is made progress is much retarded. I generally find that schools are inefficient so far as they adopt the old modes. I presume that our school system, like all other Western improvements, must depend for success on the practical advantages it can offer. Parents will choose our schools because the education is more rapid, and children because it is more pleasant. I think we should avail ourselves, so far as circumstances admit, of all modern appliances, but care should be taken to obtain furniture, apparatus and materials of the least expensive kind. In this direction I think much yet remains to be effected.

Ques. 3.—Do any classes of the community hold aloof from education?

Ans. 3.—It will take long before the agricultural classes generally appreciate the value of knowledge. At present they stand on a very low intellectual level. Missionaries engaged in village work have exceptional opportunities of observing the extreme difficulty with which they comprehend anything outside the region of their everyday life. And yet upon this class of people India chiefly depends for its prosperity. Still I have no doubt that if a thorough system of village education be carried out with persistent energy, the agricultural population will be gradually won over. No cultivators can be more conservative than the ryots of Mysore, and yet the Hobli schools established throughout the province by the present Director have met with considerable favour. No doubt most of the ryots who patronize the schools are well-to-do and can forego the help of their children in the field. They are, moreover, only a small fraction of the whole agricultural population. But the results achieved give every hope of ultimate success if the system is well sustained. Missionaries also have numerous requests from village communities to form schools.

Ques. 4.—What subjects of instruction if introduced into primary schools would make them more acceptable to the agricultural classes?

Ans. 4.—Agriculturists fully share in the popular love of poetry. They can appreciate the ability to recite from their poetical books, though they may not care for the acquisition of knowledge. Boys may spend some small portion of their time in learning and reciting passages which have a good moral tendency with benefit to themselves and to the gratification of their friends and the consequent popularity of the school.

It is also desirable that agriculture should be taught, but in primary schools not as a science. Much would be gained if the reading books were specially adapted for country children. In simple village tales much wholesome truth might be imparted, and the pupils might learn important lessons on cultivation while they think they are only reading dialogues and stories. If the masters had themselves learnt something of the science of agriculture in Normal schools, they would be able to turn such reading lessons to excellent account.

It is perhaps desirable to give holiday during the busiest seasons when most of the boys are needed for work in the fields, although the prevalence of feasts at other times presents a serious difficulty.

Ques. 5.—Are any classes practically excluded from the benefits of education?

Ans. 5.—The large non-caste population at present derives very little benefit from Government schools. I would here observe that the educational returns, though on the whole very complete, give but little information as to the relative progress of education among the various classes of Hindus. As Hindus form the bulk of the population, they deserve as many columns as all the other classes put together. At least three are needed—one for Brahmans, another for the remaining recognised castes, and a third for non-castes. It would also be a gain if we could know the exact amount of progress made among the agricultural population. In the Madras returns non-castes are now counted under 'others,' but it is not satisfactory to include under a single head people at two such opposite educational poles as Parsis and Pariahs. According to the last report there are now in the schools of the Madras Presidency 2,784 'others including Pariahs' out of a total population of more than four millions and three quarters, or an average of only 1 in 1,722. I can scarcely believe that these returns are accurate. I think that for various reasons a number of non-castes must have been counted as Hindus. In the Wesleyan Mission schools in the Mysore province alone we have over 400 children of this caste; only we have not given much special attention to that kind of work. Whether, however, these returns are quite accurate or not, there can be no doubt that the Director is fully justified in remarking that the 'small number of children of the lowest castes reading in schools is deplorable, and shows how true the statement is that the present educational system has hitherto failed to reach the lowest classes of the population, the very classes for which in Europe popular elementary education is more especially designed.'

The state of these out-castes is to the last degree deplorable. They are practically excluded from the benefits of education. They are unable to gain admission to ordinary town and village schools, whether Government or aided. Even Missionaries can do but little for them except by establishing special schools for their benefit. If they are admitted to ordinary schools their position is rendered unbearable by their fellow-pupils and by the teachers, if the latter are Hindus. I am referring chiefly to vernacular schools, for in English institutions distinctions of caste have to a much larger extent been broken down. It cannot be wondered at that under such circumstances out-castes desire schools of their own, and although this may not be the most desirable plan, I fear it is the only practicable one at present. When Missionaries go amongst them they are besieged with applications for help. They have happily got hold of the notion that a school in their midst will raise their social position. I do not think that anything like a *general* establishment of schools is feasible just now on account of the impossibility of securing teachers. Few educated men will work amongst them except Christians, and the supply of Christian schoolmasters is very limited. But I feel sure that in any attempt to raise the out-castes of India the Government will have the united support of all the Missionary bodies in the country, and that if a liberal and suitable system of grants-in-aid be devised, there will soon be a very large extension of schools. On account of the scarcity of teachers willing to undertake the work, their pay must be comparatively high, while the immediate educational results will be very low. Some form of the combined system, in which too much does not depend on results will, I think, work most successfully.

Ques. 6.—What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 6.—I do not think that at present in South India sympathy extends much beyond caste limits. The wealthy men among the Brahmans and other superior castes are very kind to the poorer children of their community, and contribute liberally to their education, but they do not seem to be much interested in the progress of the lower classes, and they cannot be expected to be so till they are able to shake themselves free from caste prejudices. Education has long been regarded as a monopoly, bringing with it special privileges rather than as a blessing to be dispersed as widely as possible.

Ques. 7.—Can any improvement be made in the system of administration of primary schools?

Ans. 7.—So far as I can see, the several plans chosen are generally well adapted to the circumstances. It is neither practicable nor desirable that there should be one uniform scheme. Where there are local bodies of considerable intelligence and even slightly interested in educating the lower classes, the work is better entrusted to them, while on the other hand, when such bodies do not exist, it is equally desirable that the Government should itself establish the schools, with a view however to decentralisation as soon as circumstances permit. In any case the schools are under Government inspection, and upon the character of that inspection their efficiency will mainly depend. The weak point in the present system of administration throughout South India is the utter inadequacy of the provision for inspection. While thousands of schools have been established, no addition has been made to the European staff. It has been deemed enough to entrust the oversight of primary schools to Deputy and Sub-Inspectors and Inspecting schoolmasters, all of them Native. The Deputy Inspectors are doubtless an intelligent and well-educated class of men and may fairly be entrusted with a moderate share of responsibility. At present, however, their powers are excessive, while it may be questioned if they have sufficient administrative vigour to push up-hill the heavy weight of work committed to them. When teachers have fixed salaries and nothing directly depends on inspection, I know that the danger of corruption is very great, and under the result system it must be vastly increased. If a European Inspector is really to be accountable for his schools, a single district is quite enough. I think, however, that the work might be quite as cheaply and perhaps not less efficiently accomplished if each Inspector had the help of one or more English Assistants, trained in a British Normal school. These need not be men of extensive literary attainments, but they should have a good knowledge of school management, should be possessed of vigour and determination, and, above all, of unimpeachable integrity. They might have special charge of the elementary Normal schools, and might give the rest of their time to checking the work of the lower Inspectors and imparting life and system to the whole machinery. I do not think that any fresh schools should be started till the inspecting staff has been adequately strengthened, and hereafter the latter should be increased as the work advances.

Ques. 8.—Have you any suggestions to make as to the system in force for providing teachers in primary schools?

Ans. 8.—The system of selecting professional schoolmasters and sending them back to their own neighbourhood after a little training in an elementary Normal school, is a very excellent one, but much better material for training would be secured if all Normal students could first be taught and tested as pupil teachers. Such a plan was not practicable at the first, but it might be tried now. It is not an economical course to incur the expense of training men who have not previously shown any aptness for teaching or any interest in the work. The privilege of educating one or more pupil teachers might be accorded to the most intelligent and successful schoolmasters. Such men will generally have large schools, where help in teaching is much needed. They might have a monthly allowance for instructing each pupil and an additional grant when the latter successfully passes his examination and is appointed to a school.

Ques. 9.—Can you suggest measures other than increase of pay for improving the position of village schoolmasters?

Ans. 9.—In the Mysore province a few of the village teachers have been made Postmasters and others Sub-Registrars. The practice is found to answer well. The duties are light and do not materially interfere with school work, while the master's income is considerably improved, his influence in the village is extended, and as an officer under two departments he is subject to increased checks, and any absence from his work is more likely to be discovered.

Ques. 10.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 10.—In large towns and amongst the trading classes generally small fees are easily collected, but schools for ryots and the lowest classes should be free. When it is easy to get a large class of

beginners while the upper part of the school is almost empty, I think it is better to keep the same fee throughout. This especially applies to girls' schools.

Ques. 11.—What system of grants-in-aid is best suited to primary schools?

Ans. 11.—I should prefer some variety of the combined system to pure results grants. My own experience has been confined to the system of lump grants now in force in Mysore, and although I know it is open to many objections, it also possesses advantages which I should not like to see entirely sacrificed. It is simple and equable in its working, and does not make too much depend on the Inspector. In a province like Mysore it answers very well. I do not at all suppose that it would suit a large Presidency, but on the other hand it seems to me a mistake to go to the opposite extreme of paying only according to results. The latter system seems to take for granted that equal results can be obtained everywhere at equal cost. At any rate it only acts fairly on such a supposition. The only school worked on this system with which I have anything to do is at Ootacamund, where salaries are necessarily much higher than on the plains. Probably Ootacamund is as exceptional a place as could be named, but in every province there are districts which for various reasons are unfavourable to the progress of education. They are unhealthy, or remote from head-quarters, or very sparsely peopled. Again, results grants leave far too much power in the hands of Inspectors. Even in England, where men of great ability and experience are employed, there is much friction between them on the one hand and the teachers and managers on the other. Oral examining is most delicate work. The turn of the balance often depends on the nicest quantities. The most practised examiners find it difficult to observe one uniform standard, and unscrupulous men may do almost as they like without fear of discovery. All the results are so uncertain and precarious that neither Managers nor teachers can ever feel sure of their ground.

I am aware that in some places the combined method has been found to work expensively, but I feel sure it is because the permanent grant has borne too large a proportion to that gained by results. If teachers can live comfortably on the former, they will not trouble themselves about the latter. But if they receive only about one-half as a salary grant—the amount varying with the circumstances under which they carry on their work—and are left to gain the remaining half by their own exertions, the system must, I think, work equally and fairly, while sufficient incentive remains for earnest work.

Ques. 13.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 13.—I believe that Normal schools as such are quite as needful for teachers in secondary as they are for those in primary schools. There is a greater lack of professional ability and zeal in these schools than in those either above or below. A large number of teachers have no intention to remain such any longer than they can help. They are on the look out for Government appointments or are preparing for examinations in law. These young men are often put in charge of large classes of small boys, where teaching ability is of more importance than extensive knowledge, and they make no attempt to fit themselves for their work. They would regard the study of method as a waste of time. Study in a Normal school will not only make a graduate or undergraduate much more efficient as a teacher, but it will also be the best guarantee that he has chosen the educational profession.

Ques. 14.—How far is the complaint well founded that the wealthy classes do not pay enough for education? Do you consider the present rate of fees inadequate?

Ans. 14.—I doubt whether fees in secondary schools can be raised to any great extent. There are many sons of wealthy men in them who could with ease give two or three times the present fee but they are in a decided minority. The large proportion of boys are by no means rich, and would feel the pressure severely if there were any considerable rise. It seems a pity that the middle classes should be debarred the advantages of a good school education, especially as it can now be imparted without any great outlay from provincial funds. As the Government withdraws from secondary education, it is probable that the wealthier classes will gradually establish for themselves select high and middle schools without Government aid, leaving the latter for those who need it more. Probably the higher scale of fees now paid may be somewhat raised, and the lower scales gradually brought up to it, but I doubt the wisdom of going any further.

With colleges the case seems different. It is true that even in them enhanced fees would press heavily on very many, although the proportion of richer students is probably larger. But on the other hand the expense of maintaining college classes is very great, and it does not appear to be the duty of Government to give a college education practically free to all who desire it. It is not good policy to encourage poor students of only average ability to enter upon a long and severe college course. The majority meet with disappointment, and all are a burden on their friends and the public.

Fees in colleges may be advantageously raised if only ample provision be made for the really clever boys among the poorer classes. Candidates passing the Matriculation examination excellently might have a scholarship, while those who do well might be admitted at reduced fees. The present arrangement of the Matriculation list does not readily lend itself to such a purpose, but in any case it is desirable that the second division should be sub-divided, as it contains the names of candidates of most unequal merits. The few poor boys passing in the 1st, which is already a kind of Honors' division, might all have a scholarship while the 2nd division might be so limited as to contain only such as are worthy of being admitted on lower terms if unable to pay the full fee.

I do not see why the work of distributing scholarships should not be undertaken by the University. I believe there is now a surplus from examination fees which would be available for such purpose. The distribution would be made impartially, and the Native States which contribute to the surplus would then share in the benefits.

Ques. 15.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 15.—In Bangalore the Matriculation fee have for some years been taken by the term, and the practice has answered well.

Ques. 16.—Is it desirable that promotions from class to class should depend at any stage of school

education on the results of public examinations? In what cases is it preferable that such promotion should be left to the school authorities?

Ans. 16.—I am inclined to think lthat in the matter of examinations centralisation is being pushed too far. I speak with some diffidence, because I am fully aware of the evils resulting from premature promotions, and of the weakness displayed by many headmasters in failing to check them. But it is quite possible for the remedy to do as much harm as the disease. Besides the Middle School examination, comparative examinations have been instituted for the 5th and Lower Fourth classes, and it is evident that these have already obtained a *quasi-public* character, and that soon headmasters generally will feel bound to join them. Even the Upper Primary is to some extent public, as the names are inserted in the District Gazette. If the same principle is carried out, the 3rd, 7th, and 9th classes will follow, and there will be an unbroken succession of public examinations from the 2nd class to the 10th.

Now in the first place, so far as they are intended to prevent premature promotions, these examinations will only be of value when the headmaster is incapable. If the latter has intelligence and strength of will and knows his pupils, he will make a better selection than can be effected by a public examination. So far the Matriculation results have been most uncertain, and as a consequence in some years scores of unfit boys have been promoted, while at other times really good boys have been kept back. The new examinations cannot be expected to succeed so well. A headmaster judges the examiners, and not his boys, by the division lists. I think the evils complained of would have gradually disappeared with the growth of professional opinion. It is generally practicable to make arrangements with other schools which will discourage boys from changing merely with the view of entering a higher class, and besides strict discipline is always a gain in the long run.

No one will dispute the value of systematic examinations, but the question how far they should be centralised is altogether distinct. The Middle School examination with 6,000 candidates at the very outset is on too large a scale for one examiner to take a complete set of paper, and consequently the results are not fairly comparative. Then the unavoidable delay in getting out such extensive lists is very injurious to the discipline of a school, as boys will do nothing till they know whether they have passed. I believe that comparative examinations are valuable when they are confined to two or three neighbouring schools. A wholesome rivalry is excited between boys who have some acquaintance with one another, the task of preparing papers is lessened, and the results may speedily be ascertained. But the benefit diminishes as the circle widens. On the whole, though some advantage may be derived from comparative tests with narrow limits, I think that careful examinations every three or four months by the school authorities, the oral and written modes being judiciously blended, will exert the most equable and healthy stimulus on school classes, and will afford the best data for promotions at the end of the year.

Public examinations are being pressed forward more hurriedly in India than in England, though Hindu boys are likely to suffer worse effects from them than English. The love of the latter for field sports acts as a powerful counteractive to the danger of undue mental strain. Frequent spasmodic efforts, such as are made by Hindus, must prove injurious to both mind and body.

It will be said that the Middle School examination is intended to mark the termination of the Middle School course and to provide a test for admission to minor appointments in the Government service. If it be thought that an ordinary English education may stop at the 4th class, then I admit that a public test of progress is desirable, although I would have the examination confined to a limited area. But it seems very questionable whether boys should have any encouragement to stop in their English course short of Matriculation. That examination has become in India far more than in England the standard for liberal school education rather than the Entrance on the University course. The University local examinations in England and the intermediate in Ireland supply a want which scarcely exists in this country. High schools are now extensively established, and the number of candidates for Matriculation is ever growing. The knowledge of English necessary to pass that examination is about the minimum that can be turned to good account, and I think that those who learn the language as a part of their education should be discouraged from aiming after less.

If the Middle School examination had been instituted to serve as a standard for a good *vernacular* education, it would have served a very valuable purpose. At present there is no honour to be gained in the vernacular without a knowledge of English. There is a large class of people, such as merchants, with Native constituents, who care nothing for English. If there was an examination, not quite so hard at first as the Middle School, but gradually raised to such a standard, serving as a test for admission to vernacular appointments under Government, a great impetus would be given to vernacular education, and time now spent in acquiring a profitless smattering of English would be devoted to the acquisition of really useful knowledge.

Ques. 17.—Have Government institutions been set up in localities where places of instruction already existed which might by grants-in-aid or other assistance supply the educational wants of the people?

Ans. 17.—The history of education in Mysore affords a remarkable instance of the manner in which the grant-in-aid provisions of the Despatch of 1854 can be deliberately set aside. I know that Mysore is outside the scope of the Commission, but I may be allowed to refer by way of illustration to acts which occurred many years ago when the province was under British administration, and for which no one now in India is at all responsible. In the Gazetteer of Mysore and Coorg, Vol. 1, pp. 642 and 643, after showing that the Mysore Educational Department was formed in 1857 and owed its origin to the Despatch of 1854, Mr. Rice continues as follows—'The previous steps taken by the Mysore Administration towards promoting education had been to supply funds to the Wesleyan Mission for the establishment of schools at the principal district head-quarter stations and for the erection of premises.' From the succeeding paragraphs we learn that these schools were four in number and received a subsidy from Government of ₹1,300 a month, almost the whole of the amount then spent on education, and that when the new scheme came into operation,

the grant from the Bangalore Institution was withdrawn, and the other three were taken over by Government. I may add that the three district schools have never since been re-opened. For three or four months even the Bangalore Institution, the earliest English school in Mysore, was closed, as it was thought hopeless to contend with Government. After a while, however, a fresh beginning was made, and for several years the whole expense of the institution was borne by the Mission, the Mysore Government refusing to give aid, because to do so would be suicidal. At length a grant was secured by a direct appeal to the Governor-General.

It will thus be seen that as the result of a policy founded on the Despatch of 1854, every rupee of grant was withdrawn. I by no means affirm that the plan of giving a subsidy to cover expenses should have been continued, but as all the English education of the province had been at one time in the hands of the Mission, the latter had the strongest claim for consideration when the department was established.

Like most Missionaries I have felt that the present system is unfriendly to aided schools. I have nothing to say against Educational officers, because I think it is almost impossible for them to wish well to institutions which in some sense compete with their own. Directors and Inspectors have frequently themselves been connected with Government colleges and schools, and consequently take pardonable pride in their success. It cannot be pleasant for these officers to see the position of their own institutions in any way threatened by the success of rival schools. Besides, the educational is one of several departments and is worked alongside with the others. There is therefore a natural desire to carry out a complete symmetrical system corresponding to that of other departments, and the presence of aided schools mars the perfectness of the scheme.

I do not suppose that Missionaries are wholly free from blame. Departmental zeal is perhaps as strong in them as in Government officers. Government and aided schools are often set off the one against the other instead of being regarded as mutually helpful institutions. The very names by which they are distinguished tend to obscure the fact that aided schools also owe much to Government aid and inspection. Educational officers do not therefore receive the due proportion of commendation due to them for the success of such schools.

I fear that more or less of the feeling referred to will continue to exist till Government is able to retire from the work of direct education and devote itself to that of control. If aided schools could form a department of their own under separate inspection, I believe they would have a much fairer chance, as the officers in charge would feel they were responsible for their success and would become powerful advocates of aided education. I fear, however, that such an arrangement would involve much extra expense.

Ques. 18.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education? In the event of the Government so withdrawing, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest to prevent this result?

Ans. 18.—Two dangers are said to threaten if Government withdraw from the higher education. The first is that it will be monopolised by Missionary bodies. The second that the character of the education will deteriorate. On each of these two points I wish to offer a few remarks.

First.—Missionaries themselves do not expect to realise the results feared by many Native gentlemen and others. Higher education has generally been one of the least popular forms of Mission work. During the last few years, as the later Missionary Conferences have shown, there has been a considerable change of feeling, but even now there are many other kinds of labour which would probably command more general sympathy. An appeal for help in educating the out-castes of India would meet with a far warmer and more widespread response from the supporters of Missionary Societies than a proposal to establish Arts Colleges. Whatever we may desire to do, the funds available are very limited, as only a small proportion of Missionary income can be applied to such an object. It is true that there is every reason to hope that our resources will gradually develope, but on the other hand, as the churches extend it will be needful to give increasing attention to the education of Christian children. It is found already that, where Christian communities are large, the demands from within are so great that comparatively little can be done for the people generally. As shown in the last report, the proportion of Christian children in schools is 1 in 17 as compared with 1 out of 90 Hindus and one out of 1,722 non-castes. This proportion cannot be maintained without much labour and expense. Native gentlemen are in danger of supposing that Missionary Societies have unlimited resources, and will take up all the ground from which the Government may withdraw. But they may rest assured that there will be the most ample scope for their own exertion. Missionary Societies may be stimulated to increased exertions, but no general system of education can be carried out except through the co-operation of the Native community.

Secondly.—As regards the danger of deterioration, primary schools may be left out of account, as already they are largely supported by local bodies. I think there is no real ground of fear for secondary education, which can now be carried on more easily and at proportionately less expense than any other kind. The supply of teachers is comparatively the most adequate, and although many are at present untrained, the establishment of Normal schools and the rules relative to Normal certificates on the one hand, and on the other the growing difficulty to procure Government employment, will before long effect a change. I think, too, that secondary schools are likely to be better managed by Municipal Boards than any other kind. The experiment, it is true, is generally made with primary schools, but it seems reasonable to suppose that the members of Municipal Boards will take a keener personal interest in the success of secondary schools, inasmuch as their own children and those of their friends will reap a share of the benefit. As in the case of primary schools, they will judge of success from the results of examinations and the reports of examiners, but they will be more eager to remedy defects in schools in which they are personally interested.

Missionaries will not be likely to allow this kind of schools to deteriorate. The Matriculation

class is now generally taught in part by a European, and I hope it would continue to be. It is sometimes said that Mission schools were inferior when there was not the competition of Government institutions. Of course they were, because at that time English education was in its infancy, but it by no means follows that they will come short of the mark now that Western learning has made such an immense advance. Competition is good for all schools, but I do not know that Mission gain more than Government schools, and if the latter were closed there would still be rivalry, both among schools, belonging to diffierent Missions in the same town and those belonging to the same Mission in different towns, and I have no doubt that Native schools would enter vigorously into the contest.

In the case of colleges, both Mission and Native, I think there may be some ground for fear unless co-operation on an extensive scale can be ensured. I do not think that those in authority would willingly allow the character of the teaching to degenerate, but the support of a fully-equipped first grade college is beyond the resources of most societies unless other departments are left to suffer, although they might be able to maintain in efficiency a second grade college. But if several Societies can be persuaded to work together, I see no case for apprehension. Indian Missions have always been able to command the services of able educationists, and if the expense can be distributed, all difficulty disappears.

From this point of view I think the Madras Christian College has a strong claim on Government for liberal support. I believe the Free Church Mission could of itself by most determined effort sustain the present efficiency of the college, although it would scarcely be fair to expect it to incur such an outlay at a single station. But already some help from other societies has been secured, and there is ground for hope that more general assistance will be forthcoming when the value of the college is more widely known. Far from deteriorating, the character of the education is likely to be further raised in the future. It will be for the decided gain of education if the Government give liberal encouragement to one or two first class colleges rather than assign small grants to a number of inferior ones. It might be added that the co-operation of various churches will ensure the most liberal Christian teaching. As a resident in another State, I took no part in the controversy between Government and the Madras Executive Education Committee on the subject of the grant to the college, but I read the correspondence, and it struck me that the direct tendency of Government action was to foster weak colleges and discourage the establishment of strong ones, and thus most seriously to injure education. I believe the Government would act wisely if in the principal Indian cities they held out every inducement to Missionary Societies to form vigorous united colleges.

The same principle applies to other aided colleges. I have no doubt Native gentlemen could sustain a first class institution if there were a wide combination for the purpose.

It is principally a question of money. If an educational officer of proved ability, who has gained the entire confidence of the Native community, were guaranteed a sufficient income from endowment or otherwise, and allowed to select his own staff and work in his own way along broad lines previously agreed upon, he would assuredly make his college a success. And I feel confident that if wealthy Natives knew that they must do their parts as the condition of help from Government, the means would be speedily forthcoming.

I might add that Hindu gentlemen educated at English Universities may be expected to do much to raise the standard of learning amongst their fellow-countrymen. The number going to England is likely to increase year by year, and thus to some extent the English Universities will furnish the standard to which Hindu students will aspire.

At the same time I advocate no hasty changes. In some provinces Government cannot retire for a number of years. I should be quite content if the principles of the Educational Despatch were fully recognised, and if preparations were made for a change as soon as it shall be practicable. It is the apparent tendency in the very opposite direction which causes so much dissatisfaction.

Ques. 19.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 19.—It is no doubt the wish of the Government that morals should be taught, and in the Standing Orders of the Madras Educational Department there are some excellent directions on the subject. But so far as I can see there is not any systematic teaching. I presume it is expected opportunities will be found during the language hour when the text will suggest subjects for remark. But in English schools, and in the higher classes especially, such a course is seldom practicable. Those who have had experience in teaching language know that if they would do their work effectively they must keep very closely to the subject. If they attempt to diverge and expatiate on some topic suggested by the text, they are speedily brought back to their work by questions on construction and idiom. Not only does the Bible lesson in Mission schools furnish the best and most ample materials for moral as well as religious teaching, but the hour is, so to speak, insulated from the other part of the day, and is to a considerable extent unaffected by the currents of excitement which run though the other hours. I do not see how the principles of morality can be permanently impressed on the minds of young people unless there be systematic instruction. What may be done at any time will never be done at all. I have not myself much faith in moral training without a religious basis especially in the case of children, but at any rate if a serious attempt is to be made, proper opportunities should be given.

When speaking of the increase in public examinations, I did not refer to their injurious influence on Mission schools as tending to make pupils impatient of any teaching which does not directly help towards their success in passing. I thought it was best to consider the subject on its own merits, and I knew also that otherwise I should have laid myself open to the retort that if Mission schools cannot bear the additional strain, it is an argument against them. Here, however, I would remark that any advantage possessed by Government schools is purchased at the serious cost of entirely omitting from the curriculum the most important subjects of study. Nor do we complain of the amount of work to be done, but merely of the

difficulty of securing attention to any instruction outside the examination course.

Under this head I wish to be allowed to call attention to the need that exists for teaching and premonition with reference to certain dangers to which English students are especially exposed. Much harm is to be apprehended from immoral literature. I think that on the whole English education has lessened this danger, as it has given access to an unlimited supply of wholesome reading. Still it must be remembered that English students have within easy reach a large variety of immoral books possessing a novel kind of fascination, which are perhaps as likely to do as much harm as the coarser but more conventional stories which abound in Hindu literature.

A much more serious danger arises from the increasing indulgence in alcoholic liquors. It seems to be generally admitted that intemperance is widely extending among the educated classes. The results of enquiries concerning the use of alcohol are so incredible that I do not care to state them, especially as they are only capable of indirect proof. One thing seems to be clear, that while caste rules have lost their power to check the growth of this evil, they do much to hide it from the light, and there is consequently the more danger that it will attain to gigantic proportions before we are fully aware of its existence. It should be within the scope of every system of education to teach the dangers arising from the use of stimulants and narcotics, and indeed to counteract every form of moral evil. If however education is to be a power for good, the utmost regard should be paid to the moral qualifications of all the teachers employed, and no amount of intellectual ability should be considered a sufficient substitute.

Ques. 20.—In the promotion of female education what share has already been taken by European ladies, and how far would it be possible to increase the interest which ladies might take in this cause? What is the best method of providing teachers for girls? Have you any remarks to make on the subject of mixed schools?

Ans. 20.—In spite of the special difficulties under which Missionaries carry on their work, their girls' schools have generally met with most encouraging success, and so far as my own observation has extended the result is mainly due to the voluntary efforts of Missionaries' wives. The wives of educational Missionaries have special facilities for establishing schools of a higher kind—as their husbands can obtain the valuable assistance of past and present pupils. This leads to the remark that none are so fitted to further female education as the wives of educational officers of all grades. I know that Government cannot command voluntary service to the same extent as religious societies, still I have no doubt there are a few ladies who would readily engage in this work, and their example would stimulate others. I can testify to the fact that while the service rendered is invaluable in itself it is also most beneficial to those engaged in it. It gives them an interest in the people which nothing else could, and reconciles them to prolonged absence from home. They could, however, do very little if they were not heartily supported by ladies in England who send out the necessary funds in addition to a liberal supply of suitable prizes. I believe there are societies willing to give similar help to secular education. It is seldom schools flourish unless there are ladies to take a personal interest in them, and if those who have the leisure would regularly visit Government schools they would render good service without incurring pecuniary risk.

In small towns and villages the wives of schoolmasters are the most likely people to help in advancing female education. Unfortunately very few at present have any knowledge themselves, and Normal schools would be necessary for such as could be persuaded to attend. They need not be taught beyond the Lower Primary Standard. In many villages a mixed school would suffice for the present. If a little needlework could be taught by the schoolmaster's wife the ordinary lessons might be given by the master. In other cases she might have a class of girls in the boys' school which as time advances would become a separate department.

Mixed schools are not perhaps popular, but in village communities there is no reason why they should not succeed. If a master saw that his income would be increased by the attendance of girls he would soon induce the parents to send them. There are also many ways in which the girls themselves may be attracted, and when they are won over the parents may take care of themselves.

I do not think the custom, which I believe extensively prevails, of admitting girls of the dancing caste favourable either to morality or the progress of female education. In mixed schools this practice seems especially objectionable. Looking at the returns for mixed schools in a certain province I noticed that there was the largest attendance of girls in the locality of a very celebrated temple.

Cross-examination of THE REV. J. HUDSON.

By THE REV. WILLIAM MILLER.

Q. 1.—Some who see the evils of the results system as strongly as you do are still of opinion that its advantages make it the best system upon the whole for elementary schools;—allow me to ask whether your objections to it apply equally under all standards, or only in the more advanced standards?

A. 1.—They apply chiefly to the advanced standards, but to some extent to all.

Q. 2.—If there come to be an unbroken series of examinations in all classes, so that all promotions are practically regulated by the Educational Department, and the curriculum consequently determined by that Department, what do you think that the effect will be upon non-Government education generally?

A. 2.—I think it would be in every way injurious. Managers who have the ability would conduct their schools without Government aid at all, and if that were not possible would in very many cases give them up.

Q. 3.—Referring to your answer to question 17, may I ask whether you are of opinion that a Legislative Act defining the rights of aided education and containing provisions distinctly in favour of all forms of self-help, would be the best means of removing the unfriendliness to aided education that you speak of?

A. 3.—I decidedly think it would.

Q. 4.—Will you kindly give an example to illustrate what you mean as to the way in which Government and aided schools are set off the one against the other?

A. 4.—I mean that if a Mission school succeeds better than a Government school, it gains credit as if it were an entirely independent institution, though it may receive aid in many ways from Government.

Q. 5.—(*A. 18.*) May I ask for an illustration of how and where the tendency in the opposite direction, that is, I presume, the tendency to promote direct Government education and to hinder independent effort, has shown itself?

A. 5.—I referred to the second grade colleges that have been recently established in the Madras Presidency.

Q. 6.—(*A. 18.*) It appears from your answer that you are yourself in favour of Government gradually and cautiously retiring from the direct support of education; may I ask how far your opinion is shared by Missionaries generally, and what you consider to be the chief motive of those of them who do share in it?

A. 6.—I don't think that there is any unanimous opinion among Missionaries on the point, but that, on the whole, the opinion of Missionaries is decidedly in favour of the gradual withdrawal of Government from supplying higher education. The chief reason for this opinion is the belief that if the higher classes of Natives are left to their own resources, they will establish schools of their own, while if the Government does not interfere in behalf of the lower classes there is no hope that their condition will be raised.

Q. 7.—In saying that the higher classes will establish schools of their own if left to their own resources, do you mean that they should be left to their own resources without aid from Government?

A. 7.—No, certainly not; but that from their own resources they can meet the conditions of the grant-in-aid rules.

By THE REV. DR. JEAN.

Q. 1.—Referring to paragraph c. of your answer 2, are you aware that for many Hindus the European methods of calculations are of no practical use, so that even those who have been instructed in these methods, will prefer the Native modes of counting, which they find shorter and more adapted to the bent of their mind. If so, is it not expedient, at least for a time, not to set aside entirely the Native methods of calculation, at least in primary schools?

A. 1.—I am aware of the fact; and think that an exception should be made on this point.

Q. 2.—Again, old Hindu deeds or documents being generally written on olas or cadjan, is it not expedient that Hindu pupils should make some use of such materials in reading and writing

A. 2.—I scarcely think that it is necessary, as paper is generally now taking the place of cadjans.

Q. 3.—Referring to A. 16—The results of the Middle School examination are published between the 20th and the 25th of January. Such being the case, I may ask how you are justified in complaining of an unavoidable delay in getting out the results, as being injurious to the discipline of the school?

A. 3.—The Middle School examination is yet new. But as the candidates are more numerous than in the Matriculation, it seems there is no reason to expect that the result will be made up earlier for that examination.

Q. 4.—May I ask how you reconcile your statement in answer 18, that "Higher education has generally been one of the least popular forms of Mission work; that during the last few years there has been a considerable change of feelings," &c., with the increasing number of colleges managed by Missionaries. Since 1880 the Church Mission College at Tinnevelly, the S. P. G. College at Sawyerpuram have been started; the S. P. G. College at Tanjore has, I believe, become a first grade college, and the High school of the Scottish Church in Madras is to have a college department in 1883.

A. 4.—I just meant to say that the feeling of Missionary Societies has been graduallygrowing in favour of higher education. But still I hold it isnot the most popular department of Missionary work.

Q. 5.—At the end of your answer 18, you say that is the apparent tendency in the very opposite direction to the principles of the Despatch, that causes so much dissatisfaction. Assuming what you say of the apparant tendency to be true, I would pray you kindly to specify what classes of persons generally feel that great dissatisfaction?

A. 5.—I should say that this dissatisfaction is general among Europeans who are not Government officials.

Q. 6.—If I understand you aright, in the case of Government withdrawing from its colleges, the keeping up of education to its present standard would depend on the two following conditions: (*a*) We should have agencies capable of supporting a fully equipped first grade college. (*b*) To procure an agency of the kind, Indian Missions should be persuaded to work together, and bear in common the expense of supporting a fully equipped first grade college. And, you hope that the conditions might be fulfilled in two ways; the one being, if the Christian College, which already receives some help and may count upon more forthcoming assistance from the different Missionary Societies, were to meet with liberal support from Government, which could well transfer to it the small grants assigned to a number of inferior colleges. Is this an exact statement of your views?

A. 6.—It is not an exact statement of my views. I believe that there is a necessity for combination on a wide scale either among the Native community or amongst Missionary bodies.

Q. 7.—Well, from your answer to my question 6th I may, I think, understand that a combination amongst Missionary Societies of the kind, and under the conditions described in my previous question would, in your opinion, suffice to prevent education from deteriorating?

A. 7.—I think so. I state that most Societies are not able to sustain a fully equipped first grade college. I do not deny that there are two or three that are able to do so, although at a heavy cost. But I hold that, if there be a combination, as in the case of the Christian College, education will be raised instead of deteriorating.

Q. 8.—Now may I ask: should not the Missionary Societies first associate according to your plan and provide the funds necessary for support-

ing a fully equipped college, and afford guarantees that the association and the funds will be permanent, before Government should think of closing any of its first grade colleges in their favour?

A. 8.—I do not think that such a previous combination is absolutely necessary in order to secure Government aid, if already existing colleges come up to the mark.

Q. 9.—Do you think that Government will ever consent, or can in justice consent, to make a college thoroughly efficient by depriving of their grants inferior colleges which may be doing a very good work, though not to the same extent of the college which you recommend?

A. 9.—My point was that, if Government gave a liberal grant to a combined Mission college, it would then very properly refuse to give grants for smaller colleges supported by the several Societies combined together.

Q. 10.—Those colleges to which you say that Government could refuse grants, are they colleges belonging to the Association, or other colleges?

A. 10.—The colleges belonging to the Association. The others would be judged on their own results.

Q. 11.—Are you aware that Government never meant to withdraw from higher education for the benefit of a Missionary institution, but always looked upon Native gentlemen or Native committees as the agencies to which it might eventually hand over its institutions? If you are aware of it, why do you propose a Missionary college as one which Government should assist in a special manner?

A. 11.—I do not wish Government to assist a Missionary college rather than a Native. But I think it desirable that it should give aid to a united Missionary college in preference to a separate institution.

Q. 12.—Towards the end of your answer 19, you mention the increasing indulgence of the educated classes in alcoholic liquors. May I ask whether you refer to the educated classes in general or to that portion of the educated classes that lives in large towns?

A. 12.—I believe that those who receive English education are generally found in large towns.

By Mr. Fowler.

Q. 1.—(*A. 2.*) Is it your opinion that the learning of the Native system of tables should be recognised in standards for primary schools, also poetry?

A. 1.—Yes; but with meanings, and not merely by rote as at present.

Q. 2.—Am I to understand from your seventh reply that you advocate the establishment of *Government* primary schools?

A. 2.—Yes; I had in my mind such a province as Mysore, where it must necessarily be done by the Government at present.

Q. 3.—(*Ans. 11.*) In the combined system which you advocate, what is, in your opinion, the best way in which to pay the 'part earned as a result grant'?

A. 3.—I think it would be better distributed, and paid in instalments.

Q. 4.—(*A. 14.*) You speak of the University 'distributing scholarships.' Do you mean supplying funds for scholarships?

A. 4.—Yes; both supplying the funds and awarding the scholarships.

Q. 5.—Are not scholarships now awarded according to the University examination results?

A. 5.—I believe they are to a certain extent. But I consider that *all* candidates should be eligible; while only those from institutions within the Madras Presidency are so now.

Q. 6.—The University has, according to my information, no balance, and is not likely to have any for many years, as the cost of it to Government up to the time its receipts equalled its expenditure has first to be cleared off? Was this within your knowledge?

A. 6.—I was not aware of that.

Q. 7.—(*A. 17.*) You speak of the feeling adverse to aided schools on the part of Government Educational officers. But the present Director can hardly be supposed to share such a feeling, when, in one of his latest reports, he says—"It is with pleasure that I proceed in the next place to draw attention to the great increase in aided institutions." Had you observed this statement?

A. 7.—No, I had not observed this; I was referring particularly to those who have themselves been in the Education Department.

Q. 8.—(*A. 18, 1st.*) You say Missionaries do not expect the results feared by many Native gentlemen (*i.e.*, the monopoly of education). May I ask what is the leading reason, in your view, why some Missionaries advocate the withdrawal of Government from the higher education? In other words, what results do they expect to realize?

A. 8.—I have answered the first part of that question. I think my reply to Mr. Miller's 6th question answers that.

Q. 9.—(*A. 18, 2nd.*) Is it to be inferred that you approve the grants-in-aid rules regarding Normal certificate grants?

A. 9.—Yes, I approve of their general tendency; I am not sufficiently acquainted with their working to speak of all the details.

Q. 10.—You write, in your 18th answer, "it struck me that the direct tendency of Government action was to foster weak colleges and discourage the establishment of strong ones, and thus most seriously to injure education."

In connection with this, I would ask whether the following from the last report of the Director of Public Instruction has come under your observation. The passage is as follows:—

"A great development of higher education in the provinces must depend upon the gradual provision for more advanced districts not only of second-grade, but also of colleges capable of bringing students over a considerable portion of the ground which separates the F.A. from the B.A. examination, leaving the final course of study to be pursued under the best professors in the Presidency; for it is an undoubted fact that hundreds of youths, who would readily pursue their studies until they obtain their degree, do not do so because they are unable or unwilling to leave their homes. The establishment of well-managed boarding-houses in the chief educational centres will, no doubt, tend to mitigate the present evils connected with the residence of students in large towns far removed from parental care and control, and thus promote the migration of young men to those centres; but it will only mitigate the evils, and not remove the many obstacles and prejudices which exist to such migration on the part of both parents and students. I do not purpose here to do more than refer to the question, regarding which a great deal has to be said on either side, but on the right decision of which the future pro-

gress of this Presidency in letters and in science so greatly depends.

"It is an undoubted fact that comparatively few of those who pass the Matriculation examination from the provinces proceed to the centres of educational activity to complete their studies, whilst a considerable proportion of those that matriculate would unquestionably do so if facilities for pursuing their studies existed in their own district."

A. 10.—Yes; I had read that passage, but without expressing any opinion on the Director's remarks, I don't think that they materially affect my argument, as I was chiefly referring to adequately equipped colleges, as distinguished from those with an insufficient staff. There has been a tendency to take the full course with an altogether inadequate supply of teachers, and I think that such a tendency should be discouraged.

Q. 11.—You would not, then, object to efficient 2nd grade colleges at numerous up-country stations?

A. 11.—I think that a few may be desirable.

Q. 12.—In connection with the last, and an answer to Dr. Jean, would not your plan of combined colleges, and the refusal of grants to small colleges, be a hardship to the mofussil and tend to retard education?

A. 12.—I refer especially to 1*st* grade colleges. I did not express any opinion about 2nd grade colleges.

Q. 13.—When you say a combined college should be supported, and 2nd grade colleges refused aid?

A. 13.—I think the question is an altogether different one. It does not lie between 1st and 2nd grade colleges, but between those which are thoroughly equipped and those which have an insufficient staff.

Q. 14.—(*A. 18, page 10.*) You say you "have no doubt Native gentlemen could sustain a first class college if there were a wide combination for the purpose." Is such a combination likely, first, to be formed in every principal Indian city; and secondly, if established, may permanency be reasonably expected?

A. 14.—I think they would be formed in most large towns, but probably an endowment would be necessary to ensure stability.

By THE REV. WILLIAM MILLER, *through* THE CHAIRMAN *subsequently.*

Q. 1.—Do you consider that the Association of Missionary Societies mentioned in your answer 18 and referred to by Dr. Jean in his cross-examination, is the only means by which education can be prevented from deteriorating?

A. 1.—No, I do not.

Q. 2.—Would you consider that a fully equipped college managed by a Native body under proper guarantees would exert the same influence in preserving the standard of education as Government and other colleges do at present?

A. 2.—I believe it would.

Evidence of V. KRISHNAMA CHARIAR, ESQ., *Curator and Registrar of Books.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been connected with the Educational Department from 1855, or soon after the Department was created, and when schools of various grades were for the first time organised. I worked for eleven years as a Deputy Inspector of Schools in the Presidency Division—that is, in the city of Madras and the adjoining districts,—and have served now for fifteen years as Curator of the Government Book Depôt, which has enabled me to judge of the growth and requirements of different classes of schools. I have served on the School Book and School Fee Committees more than once, and have been connected as an Examiner with all the public examinations for twenty years together. As a Municipal Commissioner, I have served on the Educational Committee for aiding the elementary schools within the limits of the Madras Municipality. I am a Trustee of Pacheappa's Educational Institutions, a Fellow of the Madras University, and the Registrar of Books under Act XXV of 1867. It is in such capacities that I have had opportunities of forming an opinion on the subject of education.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—So far as the system of primary education in the towns is concerned, it is, in my opinion, placed on a tolerably sound basis, and is capable of further development as a means of preparing the younger town population for a more extended course of education, if so required. But as a system of elementary education for the rural districts and poorer populations, it needs certain reforms, both with regard to administration and the course of instruction and inspection.

(1) I believe that the chief thing necessary to make the scheme of primary education altogether what it should be with regard to the latter districts and population, is first an increase in the subordinate inspecting staff. If any schools require the constant supervision of the inspecting agency, it is these primary schools. At present the inspecting officer can only visit them once a year, and that only for purposes of examination for grants at a certain fixed time known beforehand to those concerned. Even this inspection, in the case of village schools and vernacular schools in towns, is often held at some spot convenient to the inspecting officer, away from the room or locality where the school is actually held. There are in most Deputy Inspectors' Circles from 300 to 400 schools, and each of them therefore finds his schools on his annual visit to them, if I may use the expression, like troops in review order to receive their general. Of course this cannot conceal all faults, but it certainly does conceal many. The Deputy Inspector's Circle ought to be only of such an extent as to permit him to drop in upon every primary school at least once or twice in each year without previous notice, and once again for the annual examination for grants, the two previous visits being chiefly for the purpose of seeing the schools in their ordinary working dress, correcting all defects in discipline, instruction, and arrangements as they occur, and giving model lessons for the guidance of the teachers and the inspecting school-masters, who must visit the schools at least once a quarter whenever such sub-

ordinate agency is employed. Of course this means a large increase of the subordinate inspecting staff, but I do not see how otherwise primary education, especially where local managing bodies do not exist, can become sound and satisfactory. It would be even advantageous to secure more advice and supervision from the Inspectors of Divisions themselves to the subordinate agency. Seeing that the middle and high school classes are all now annually tested by means of departmental, comparative, and public examinations, the Inspectors might be partially at least relieved of the work of examining (as is done now in individual subjects only) the middle and high schools of some age and standing, which are annually tested satisfactorily by the examining Boards; and during the time thus saved, the Inspectors may be required to devote more attention to the supervision and improvement of primary schools, including indigenous schools aided by Government. This would possibly be one means of avoiding any large outlay in this matter of supervision.

(2) The course of instruction would, I think, be rendered much more acceptable than it has been, by the introduction of a greater number of lessons of practical interest bearing on the occupations, customs, and daily concerns of the rural districts and urban populations, and therefore useful in preparing the boy-ryots and the boy-artizans for their future calling. For instance, simple lessons on field and garden operations and implements, accounts and dealings in money to show the impropriety of borrowing and a degrading state of dependence on money-lenders and the like, would be valuable. More attention should be paid to mental arithmetic and exercises on the weights and measures of the country, besides writing on cadjan and reading 'cadjan or manuscript books. Simple lessons on rules of conduct or such as can inspire the young with a sense of their duties and future responsibilities should form a part of the reading books. It is true that the new series of readers are an improvement in this respect upon the old series, but they require to be improved further still as readers for village vernacular schools. The present course of study and class-books for what are called primary schools are better adapted to prepare boys for secondary education than to the needs of the rural schools preparing boys for the work of life.

(3) Next, as regards examinations which give or ought to give a direction to teaching, it seems to me that the mode of conducting the annual inspections of these elementary schools is also a matter that requires looking into. There is a complaint that the examination is now too hurried, and a great deal too much in writing and too little oral to test the intelligence of the children. To ask dry and technical questions to be answered expeditiously on slates with a view to save time, and other questions tending to elicit only rote work, especially in the language lessons, and giving therefore a mechanical turn to the work of the school, is an evil that calls for a remedy. If asked for a remedy, I would suggest that more time should be given for *vivâ voce* examination, and more justice done to children of varying capacities and temperaments; and this means a reduction of the area of each inspecting officer's range and the consequent increase of the inspecting staff.

(4) Furthermore, it seems to me that portions of subjects and books required for study and examination for each class for a year is often considerably greater than can be efficiently done, and this leads to superficial or slipshod work to cover the required ground, and to an unwise forcing of weakly or dull children. The standard required, in short, seems to me higher than what the average mental capacity of the average pupil can attain.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary instruction is sought for generally by all Brahmins, Vysiyas, Vellalas, artisans and others of the more intelligent classes of the Hindu population. The people of the Reddi caste, who are largely the employers of labour, are more or less averse to education, because they think that if all were educated, they would not easily get servants for their field work; and because a youth, no matter of what caste, receiving a little education of the kind given now-a-days, looks upon it as a degradation to take to his hereditary occupation in the fields, &c. No classes are regularly excluded from the benefits of education, but Oddars, Upparavas, Koravas, Pariahs, and other lower classes are strictly found in the primary schools, because they are not allowed, on account of their habits, which are not congenial to the other castes, to mingle with the latter, and because those people, almost from their childhood, are obliged to work for their bread. A few of such low caste boys do attend some private schools; but they sit apart from the other children. The establishment of separate schools, combined with some industrial training or technical instruction, within easy reach of every village or in a circle of villages, for the use of such classes, may be advantageously encouraged by the offer of liberal grants, and this with a view to give them some knowledge of a practical kind inculcated with regard to handicrafts, whenever they care for such education; but where there is no desire, any hasty attempt to force education on them would only make it more repulsive.

The heads of villages as well as the most influential people in them, chiefly of the Reddi classes, may evince no great desire to promote the spread of elementary education, either because they think that book learning is of no use to the labouring classes, or because they fear that, if the lower classes learn to read and write, they will think they have risen in the social scale, and thereby affect their own position in the community, and, as said above, neglect their usual professions.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the

rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—(*a*) So far as I am at present able to say, nearly one-half of the primary schools in the country are indigenous schools.

(*b*) They are a relic of the ancient village system, as the following facts prove:—(1) They retain the old hours of attendance, which are from daybreak to sunset and even later, with intervals for meals. (2) The school-masters continue to receive payments in kind, such as a certain quantity of fuel, the dole of oil on Saturdays, the measure of rice, &c., on certain feasts, and the Dasara feast presents, and other perquisites. (3) They still hold their schools on pyals, by the side of houses, or under trees, or other places exposed to the public view, instead of having some other suitable premises.

(*c*) The subjects taught are mostly poetry and village accounts. The teaching is unsystematic and unintelligent, and there is more individual than class teaching. A boy is often said to have mastered a book if he is simply able to read it over or recite it *verbatim* without understanding the sense, no attempt being made to explain the meaning and matter of what is read, or to point out any peculiarities of idiom and grammar. Too often the teacher himself of the old indigenous type is not able to read the passage with due regard to sense, emphasis, &c.

(*d*) The discipline is rather unsatisfactory, there being hardly any classification of pupils or teaching them in class by questions or answers, nor any order either in giving lessons or receiving them. The boys read or bawl out indiscriminately at the top of their voice, and this is enough to satisfy their parents, who think that the understanding of what is read will come in time. Similarly punishments, in some cases barbarous, are inflicted upon boys less with reference to the nature of the offence than to the wealth and poverty of their parents, or according to the temper of the teacher.

(*e*) The fees are paid both in money and kind, but not regularly. Sometimes the teacher has to wait for the harvest season, and in some cases the payment is made annually.

(*f*) Nobody selects these masters. There are some who follow the profession hereditarily in accordance with the constitution of the old village communities, but the others, particularly the younger teachers of the period, take to this calling when they fail in all the other walks of life.

The qualifications of these masters, generally speaking, consist of an ability to read the ordinary vernacular books with clearness, to recite poetry, to write on the cadjan, and in some cases on paper, to do mental arithmetic expertly, and to cast accounts that are required for daily transactions in villages. Some of these men profess to know medicine and astrology.

(*g*) Yes. Inspecting schoolmasters have been appointed who go about from school to school, teach the masters to classify pupils to adopt improved methods of teaching, to keep registers, to use printed books and slates, and to prepare notes of the meaning and subject-matter of what is taught.

A few of these masters have also been and are being sent to the elementary Normal schools in the country, and some have even passed the lowest grade examination for teachers' certificates.

There are many masters still who are too old to learn anything new, and in such cases their sons or relatives are selected for training.

(*h*) The masters of indigenous schools, of the old class especially, are very influential in rural districts, and have a great hold on the people's minds, and if they are only trained, they will prove a better and more efficient set of teachers than raw young men, however highly educated, taken from high and middle schools. What a village schoolmaster wants is not a high class education but fair attainments in the rudiments of knowledge, a considerable amount of common sense, and a good manner coupled with tact in dealing with the people. The indigenous schoolmaster possesses the latter qualities, and he only requires to be supplied with a little more solid knowledge to be thoroughly efficient and effective.

(*i*) The best mode of turning to good account these useful men to be found in almost every village is to enlist their sympathies, and to ignore whatever is good or unobjectionable in their present curriculum of instruction, and add to it other subjects of practical value, but not points and items of European knowledge which are beyond their capacity and are only needed for those seeking secondary education. It would also be expedient to increase the number of vernacular Normal schools, to institute an easier examination than the present fifth grade, and to insist on a more thorough, zealous, and efficient discharge of their duties on the part of inspecting schoolmasters. Till Normal training is resorted to readily by the village teachers, these itinerant officers should also make it a part of their duty to enlist and prepare a number of schools for examination, and also to make a certain number of the more promising and willing of the indigenous schoolmasters pass the easy examination above referred to, if they cannot join the Normal school. The secret of all success in elementary education in this Presidency lies in the extent to which indigenous schoolmasters or their sons and relatives are utilised, and not in their immediate supersession, which seems to be the tendency of the subordinate inspecting agency, because there is trouble involved in improving the old class of teachers.

(*j*) They are willing to receive State aid and to conform to the rules, provided their usual income from fees, &c., is not thereby curtailed, and provided they are not fettered by rigid rules which the projectors of adventure schools are not unwilling to accept, as they have no status to lose. But it is to be regretted that the practice of ignoring this class of teachers, like many other parts of the village organisation, is growing, and is not favourable to a healthy extension of elementary education. The grant-in-aid system has been extended to indigenous schools in the more populous and advanced villages of each taluq, but there are other parts where the award of the grant alone once a year has not given sufficient inducement for the teachers to improve themselves and their small schools. To be brief, the result grant system extended to schools of this class has not done any appreciable good beyond bringing their names on the Government returns and methodising their work to some extent; at any rate the result does not seem commensurate with the money spent for so many years.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home

able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home instruction in secular knowledge is generally of little value, as boys so taught cannot match in the public examinations those educated at public schools.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Government cannot depend on private effort, but the people are generally suspicious in the rural districts of Missionary institutions, which are the only private agencies that exist at present. Small proprietary schools or others under committees of officials, &c., are sometimes formed in towns and large villages, but scarcely ever on any firm footing.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—The Local Boards should have the financial management entirely in their hands. In the matter of the appointment of teachers and the selection of text-books and the like, the Local Boards should be guided by the nominations and suggestions of the Educational Department until such time,—and that time will soon arrive,—as the Boards feel themselves educationally competent to act unadvised in such matters and so as to secure the schools against what I may call parochial jobbery.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—All primary schools, including the Upper Primary Department, should be entrusted to the Municipalities. At present, Municipalities are responsible for boys' education up to the Third results standard, all expense for educating boys beyond the third standard being borne by Government. This is as it ought to be, as the Madras Municipality, for instance, and all Local Boards and Municipalities, cannot afford to lay out more money for anything beyond elementary education ending with the course of instruction for the third standard. Each Municipality should be called upon to set apart a fixed percentage of its total income, say from 5 to 7 per cent., for education, according to its resources and other requirements, and, if that is not unutilised within the year, the unexpended balance should be allowed to accumulate from year to year, to form a separate fund called "The Primary Education Fund."

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—For the reply to the first question under this, see the answer to the preceding question.

Formerly the village school masters were entirely under the control of the villagers. When any letter or petition had to be written, or a document had to be executed, or any household concerns were to be settled, the teacher was abruptly called away from his work, and if he showed any signs of disobedience, he became unpopular and was driven from the village; but the introduction of the results system, and the frequent visits of the inspecting officers, who are expected always to treat the masters with some consideration, have somewhat improved their position; and when all these masters become trained and more intelligent, they are sure to rise higher in the estimation of the people.

Where the masters were of the proper caste, they used to exert a beneficial influence on the villagers; but the breaking up of the system of village communities by modern modes of village administration has rendered them unimportant members of the village as mere teachers. But in places where the teacher is a fair scholar or Puranist, or professes to know medicine or astrology, his influence with the people is no doubt great.

Where these masters are intelligent, they might, to improve their status, be made village postmasters.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—See answer to question 2.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of *payment by results* has been to some extent introduced into rural indigenous schools. Some advantage may have been derived by inspection in the matter of discipline and method; but as far as can be judged at present, the result has not been very satisfactory. It has not been accepted by more than 50 per cent. of the indigenous schools, and where it has been accepted, it seems to have destroyed to a great extent the habits of self-reliance and self-help among Native parents as well as their well-known sense of duty as to paying a fee for instruction and those feelings of independence which require to be carefully fostered in the rural districts. In those rural indigenous schools into which this system has been introduced, one of two things has commonly happened: either the parents demand a share of the grant since their children are instrumental in gaining it, or they refuse to send their children to be examined, unless the schoolmaster remits the school fee. If the nature of the system of payment by results were to be carefully and in very simple language explained to the people and impressed on their minds by the Divisional Inspector and Collector of the district when they periodically go on tour, and if, as a temporary measure, very small money prizes or gift books were to be given to a few of the best pupils, these particular evils might possibly die out. One thing, however, is certain. So long as these grants are fettered by so many rigid conditions, the majority of indigenous schoolmasters will refuse to place their schools under inspection. The attendance qualification particularly ought not

to be imposed upon these rural schools. There is, as a rule, but one school under inspection in each village, so that it is practically impossible for a boy to be examined oftener than one in one standard for a grant, and it is this which the attendance qualification is principally intended to prevent. At present the attendance qualification goes to reduce the amount of aid claimable, and is an abundant source of moral mischief. Compulsory vaccination is also one of the deterrents to the acceptance of Government grant and inspection.

In towns the case of these schools is different. There, the two evils already mentioned do not exist, not probably because of the greater enlightenment of the people, but because the number of schools compared with the available number of scholars is such as to put it in the schoolmaster's power to refuse to take any pupil whose parents are not prepared to pay a school fee proportionate to their means. But it appears to me that in the towns, where the present system is in very full operation, the rate of grants is too high, particularly in the case of the Madras Municipality. A master can so easily start a school in this city, and make it remunerative, that it not seldom happens that these schools are started for the mere purpose of being sold at high prices to others, after they have been placed on a grant-gaining basis. In these towns, where there are so many boys and so many schools, and among a people who do not check the migration of their children from school to school, for one reason or another, a strict attendance qualification for each boy examined cannot be dispensed with.

Whether the system of payment by results is a good one, is unfortunately quite another question. I am not sure that it is quite sound in principle, if it is not even demoralising in its practical application. None know so well as teachers the irreparable physical or mental mischief wrought in themselves or their children by the compulsory straining after results which really cannot be measured, like a carpenter's or a tailor's work, and figures which are often delusive. Teachers, under this system, are compelled to spend time and strength in the attempt to coerce nature into an unnatural and undesirable uniformity. Children of slow mental growth are subjected to undue stimulation, while the brighter intellects suffer repression. Teachers are bound hard and fast with fetters, and suffer punishment in mind, body, and means, because they cannot in such a condition produce better results. The tendency of the system is demoralising. It is hardly to be wondered at that several teachers have yielded to the temptations held out to them, and have considered their pockets in many cases more than the interests of their pupils, and their powers and dispositions, which vary as much as their faces. "The greatest obstacle to the healthy development of the system of elementary schools lies," as Dr. Wiese said, "in the part which money plays in them. The payment by results is a stimulus for teachers; but the impulse comes from without and not from the thing itself. A real organisation—that is, a form which contains in itself the living law of its growth—cannot possibly be developed in such circumstances."

The great blot on the present system is not the individual examination which is a safeguard to the teacher as well as a convenience to the inspector, but it is the individual payment for the individual pass. The individual examination is necessary as a thorough test, the individual payment is unreasonable and unjust. It is unreasonable because it assumes a non-existent uniformity of mental capacity and rate of progress; it is unjust because in the case of dull children it affords at best but a minimum of pay for a maximum of labour. Such children may be enabled by cramming and extra exertion on the part of the teacher to satisfy the requirements of a standard, but this is no real advantage either to them or to their teacher. The present mode, in short, while professing to pay for the results of the teacher's work, only pays for a part of it; and that part is too often unfairly tested in the case of nervous children, or tested imperfectly in other respects, for want of discrimination or patience in the investigation of the Inspectorate. It imparts a mechanical turn to the work of the school, and turns the attention of both teachers and inspecting officers from the real purposes and objects of education. If asked for an alternative to the present system, I would suggest that the grant for reading, writing, and arithmetic should be paid on the average attendance of each class. All the children in the village schools whose names appear on the register might then be examined; and teachers would then feel more at liberty to deal with the child as an intellectual being rather than as a grant earner—a mere receptacle for knowledge, much of which he does not digest. The irregular or weak child would not then be expected to pass equally with another who attends regularly and whose health is good. The time and labour bestowed in training children to be truthful, honest, and industrious, would not go for nothing and entail a loss in the annual grant, as the system does at present in connection with this most important part of a teacher's work.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—The matter of tuition fee is an internal arrangement a schoolmaster makes with the parents in accordance with their means, and this fee is paid either in money or kind. This is one of the internal affairs of the school with which it is not safe to interfere, such interference being contrary to the fundamental idea of the results system. The only restrictions I would suggest are that a correct account of all fee collections in his school should be kept by the teachers for the information of educational and district authorities, and that not more than 15 per cent. of the total number of scholars should be free.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—See answer to question 4.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of no instances except the case of the Junior departments of the Presidency, the Combaconum and other Colleges in which Government educational institutions of the *higher* rank have been closed or transferred to the management of *local* bodies, as contemplated in paragraph 62 of the Despatch of 1854 and in the Resolution constituting the present Commission; but I do not know of instances in which Govern-

ment schools, contrary to what is contemplated by the Despatch and by the Government of India, have, under unfair pressure, been handed over to Missionary bodies with the worst possible results, *viz.*, the oppression of the people, their loss of confidence in the pledges of Government, and a lamentable deterioration of the education imparted. The schools I refer to are those of Ellore, Trivellore, Tindivanam, and Tellicherry; and I may also allude to the attempt made by the London Mission to get the Salem College abolished in favour of their own badly managed and inefficient school. (See Director's letter to Government, dated 17th March 1880, No. 200P., paragraphs 9 and 10.) The other schools above referred to were actually transferred to the Missionaries, not without injury to education and heart-burning to the Native parents. The Ellore School was transferred to the Church Mission Society with the worst consequences (Director's letter to Government, dated 1st of May 1879, in answer to a Missionary Memorial). At Trivellore the Government Taluq School was abolished at the repeated solicitations of the Free Church Missionaries, and they actually asked for their own school the transfer of the building erected partly out of the subscriptions of the people for purposes of secular education on a site presented by a Zemindar on condition of its being returned to him should the Government school cease to exist. At Tindivanam, the Government school was abolished in favour of the American Mission school, and the Missionaries in this case did get not only the building but also the furniture. There has been a proposal to transfer the Brennen Zillah school to the German Mission. It must be plain therefore that these transfers were made, not to the management of local bodies of spontaneous growth but for the special benefit of schools started by *foreign missions*, which can by no means be regarded as the *local* bodies contemplated in the Despatch of 1854.

Notwithstanding the reiterated assertion of the Missionaries that it is not their aim and wish to replace Government institutions by their own, but to have them handed over to the management of Boards of Hindu gentlemen, yet their uniform practice has been to have all such institutions transferred to their own management. As a matter of fact there are hardly any stable organised bodies of Native growth such as are contemplated by the Despatch, and there cannot be for a long time to come; but even if there were, the whole previous policy of the Missionaries shows that they would still continue to accept and press for the possession of a monopoly of education in the land, pleading that they are "private local" agencies.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—I know of no such cases. As I have said in my answer to the previous question, there exist at present, and can exist for a long time, no Native agencies prepared to take over the management of the Government educational institutions referred to. The Native chiefs and other wealthy men of India who have the means, must first be benefited by the influence of higher education before they can be expected to relieve the Government of the charge of these colleges and schools. The only agencies which I know of that would at present be glad to take over such institutions, and have been itching to do so for a number of years, are the Missionary Societies. To hand over the few Government institutions to these Societies would, I believe, be, to put it on no higher ground, a grave political blunder. It would lead to a deterioration of the quality or a lowering of the standard of high education, and merely hinder the further progress of all education whatever.

To withdraw from the present system of directly supporting higher education and to entrust it to private bodies like the Missionaries, who are the only bodies ready to take it over, is sure to be attributed to a wish on the part of Government to ignore the circumstances and religious scruples of the people, and to compel them either to accept Christian teaching or to go without any education whatever. In this way the confidence of the people would be shaken, and the work of the last 40 years would be entirely undone, and the public schools and colleges would become simply so many seminaries for religious instruction and conversion.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—Educated Native gentlemen of the middle class have already come forward to the extent of their means. If the Native Princes and Zemindars, as I have already said, once took an interest in educational matters, considerably more might be done in this direction, but they have yet to be reached by the influence of education and culture.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—This hypothesis does not seem to me to be justified, because the elements of public spirit and of independence so necessary in the people to relieve the Government or any local authority of the direct maintenance of the higher educational institutions, require many years yet for sufficient development. Looking to this circumstance, combined with the denial of His Excellency the Governor of Madras that Government has any intention of withdrawing from higher education or crippling or suppressing the State colleges, and the assurance given to the public through a letter to the Maharajah of Travancore by the Principal of the Christian College, that the Missionaries would not accept the management of Government colleges and schools even were it offered, it is not easy to see how, in the absence of pure Native agencies to take charge of it, Government can determine to withdraw from their connection with higher education. The time, I think, has not come, and cannot come for many years, for announcing such a determination. In short, it is the deepest conviction of the thoughtful portion of the Hindu community that at the present stage of education, nothing can be more ill-timed or more disastrous in its effects than an attempt to abolish or transfer Government colleges and schools to private hands.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i. e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—I do not think the present action of the Government in connection with education can be called neutral. In the case of Government schools and those aided schools which convey purely secular instruction, the action of Government is certainly neutral, but where grants-in-aid are given to schools whose professed aim is to undermine the national religion of the pupils, the action of Government cannot in the proper sense of the word be called neutral. Nor is the policy of Government neutral in their declining to establish a Government school where there happens to be a Missionary school, however inefficient, and in their closing a Government school directly a Missionary school is started, and thus placing the Native public at the mercy of the foreign Missionary. The supporters of Missionary schools in India do not desire to promote secular education for its own sake. They do not ask pecuniary assistance from Government for *mere educational* objects. They receive grants for the purposes which are plainly calculated and necessarily directed to effect namely, the proselytism of Natives. When, therefore, Government supplies means to seminaries adopting secular instruction as the medium towards proselytism to Christianity, which is the main end or object of such institutions, it does not observe a neutrality—it does not abstain from every active step towards proselytism, nor confine itself to the mere aim of diffusing secular knowledge. In reality it assists immediately and expressly in forwarding these objects of proselytism which is the motive and end of such seminaries. I beg to quote the opinion on this subject of Mr. George Norton, a late Advocate General of Madras, and the first of the great pioneers of the secular system of education in this Presidency. In his pamphlet entitled *Proselytism in India*, published in 1859, the following passage occurs:—

"There is no more effectual way of attempting by active efforts to convert Natives to the Christian faith, than by supplying food, clothes, and habitations to those selected as instruments for the purpose; and the aid granted is to be applied to very little else. Neither does it signify the least whether these teachers are appointed direct by Government, or whether Government adopts the selection by others. As little difference can it make whether the whole expense of these Missionary labours is defrayed by Government, or only a portion of it, by way of encouragement to individual zeal in supplying the remainder. In the former—that which is the more palpable interference by proselytism—Government pursues the same object in a less efficient manner than by the latter course. Such teachers, whether selected and appointed by others or not, are as much the agents and officers of Government in their vocation, as any of their Civil Servants. Their services, to a more or less extent, are dependent on the Government pay, and their pay on their services. It is curious that the experience of the first three years of this measure has afforded immediate proof that it had scarce any tendency whatever to promote mere secular education; for statistical returns have shown that almost the whole of this pecuniary aid, and to a suddenly large amount, has been handed over to those whose main and avowed labour has been devoted to proselytism. Whether the Mahomedans and Hindus will be soon or easily reconciled to this measure—and not only so, but even drawn to a greater reverence to Christianity—is one question, but it is impossible they can shut their eyes to its plain tendency. Neither is there anything irrational or contrary to propriety of feeling in the supposition that the propagation of Christianity by such means is as distasteful to them as the propagation of Mormonism by Government through the same means would be disgusting to the true Christian. But the question remains, do these Natives see the Christian faith and practices and their own in such contrasted light. 'They must,' say the party, 'if their eyes are but opened. You have but to show them the Christian religion—though, in the present condition of the people, this can only be done partially and inadequately—and they will at once appreciate its truth and its loveliness.' Would they say that of the wisest of historians, who, grossly defective as his acquaintance was with the faith, the principles, and the conduct of the early Christians, brands their doctrines and principles with the strongest epithets of censure and detestation, which even his powerful command of language could supply? 'Per flagitia invisos,' tainted with an 'exhitiabilis superstitio.' 'Odio humani generis convictos'—he deems their death by torture a deserved punishment. Confounding them with the Jews, of whom he conceived them a sect, he denounces those as the worst of men who, 'spretis religionibus patriis,' give their adherence to that nation's form of faith, and who abandon for its sake their country, their parents, their children, and their brothers, as vile. What appears more extraordinary in such a man as Tacitus, he treats contemptuously the supposed profanity of idol worship, and of the paying divine honours to Cæsar. Such were the gross misconceptions of the sagest of writers, and one of the most virtuous of men; a man of discernment and research, the contemporary and friend of Pliny the younger, who knew so well, and judged so candidly, of the primitive Christians. And are we to be surprised that our fellow-subjects in India, who judge of the quality of Christian doctrines by what they see in the practice of the degenerate Christians of the present age, should fail of due reverence for the dogmas drawn by the Missionaries from our Scriptures; or that they should feel indignant at the efforts encouraged by Government to exterminate their ancient faith, to which they are far more passionately attached than even were the Romans to theirs, and to supersede it by one which calls on them to fly from their kindred as vile, and sacrifice all their dearest and most natural affections.

"Such appears to me to be the true nature of this second demand of the religious party, and such the light in which it will be viewed by our Native fellow-subjects. I ask the public, without further comment, to judge how far the measure desired squares with any concession to the policy of neutrality and non-interference on the part of Government and with the repudiation of all deception and disguise in professing to make that concession. But if our new Government should deem it just and expedient, I will freely say that it would be equally wise and becoming that Government should avow its real quality and aim—not to profess one thing and mean another—not to expect that the Native public will be easily blinded and deluded."

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The middle classes generally and officials in particular avail themselves of the exist-

ing colleges and schools. A large number of the sons of the poorer classes have also managed to make their way to these institutions by means of scholarships or aid given by well-to-do relatives and friends. The Native Chiefs, Zemindars, and other wealthy classes, considering that education and the passing of public examinations are only necessary to those seeking employment, do not generally resort to the public institutions.

With regard to the question of fees so often agitated in this Presidency, the rates of school fees have already been raised on various occasions, and where the changes have been made judiciously so as to suit the varying circumstances of different classes of schools, it has usually been found that there has been no permanent falling off in the attendance. There must of course be a limit; and the natural limit is the one suggested some seven years ago, *viz.*, the limit at which schools become self-supporting. Whenever that point is reached, private enterprise steps in, and graduates start adventure schools, which are often able to hold their own against both Government and aided schools. That we have nearly attained this point is evident from the fact that such schools exist now at Combaconum and other places. Then, again, the last Fee Committee found that the existing rates were sufficient to pay for masters for all the classes up to the Upper Fourth, and they raised the fees only in the classes above the Upper Fourth. This was calculating the classes as containing 40 boys each. In England and Scotland there are, I understand, schools in which larger classes than these are tolerated, and that there are others in which such numbers are not allowed, it being easy in the case of smaller classes to secure to each boy a good deal of individual teaching. High class education, which is in no sense indigenous, and which requires European teaching agency, must of course be costly, and the fee realised alone cannot justly be expected to cover the cost. Even supposing, for the sake of argument, that a small increase to the scale of fees is now possible, this can very well be done without any Educational Commission; and no Commission can fix the fees for all India.

The fees should be the same in aided as in Government schools; for the instruction is the same, and it is equally important that private schools should have a good income, and some of the Managers of Hindu schools took this view when the fee question was raised last time. At Cocanada, Rajahmundry, and Coimbatore, the fees were found to be higher than the fees in Government schools, and the trustees of Pacheappa's Educational Institutions, which are endowed schools, recommended that the fees should be uniform. It is no advantage to any party to let one set of schools undersell another, and the evil extends at Madras even to classes in which there is no competition between the aided institutions and the Presidency College.

If the fees in Anglo-Vernacular high schools and middle schools are raised sufficiently to make them self-supporting, one plea for abolishing the Government schools of this class is taken away; for they will in that case cost nothing. On the other hand the aided schools will require little aid, for they will also be self-supporting, and secondary education may in this way go on extending without trouble and expense to Government.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—The only proprietary school I ever knew in Madras had to be closed almost immediately after the withdrawal of the Government grant, nor did it come up to the standard and efficiency of a Government high school when it existed. Even were there other proprietary schools, I doubt whether, owing to want of resources and perseverance, or from a feeling of mutual jealousy, they would continue for any length of time in an efficient conditions specially if the healthy influence of Government schools be withdrawn.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—Yes, great injury is done, owing to a difference in the rates of fees charged in Government schools and those in aided schools in the same locality. The remedy is to equalise the scale of fees in all institutions teaching up to the same standard, as I have suggested already, and to insist on the same percentage of free or half-fee scholars, and no more, being admitted into either class of institutions.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 26, 27, & 28.—Whatever trains the mind and prepares it for receiving information is of course useful in the ordinary business of life; and there can never be too many schools or too many educated men in the country, and this must certainly be true if the education imparted be of a truly practical character. The instruction, however, given in secondary schools at present is necessarily intended to prepare pupils for entrance into the University course. But all the youths of the country need not be dressed in the same uniform of knowledge, and it is possible that in *some* places or for *certain* classes the introduction of what is called a commercial or technical education would be popular as answering the needs of a large number of young people, and may therefore be encouraged instead of some of the subjects at present required for the Matriculation examination. This would at least prepare the way for the establishment of several technical and industrial schools, and this would perhaps be the means of giving a practical value to secondary education to a section of the community at least, instead of directing the efforts of all solely to acquire such instruction as fits them for Government employment only. The teachers are not to blame if the present course of instruction in secondary schools is wanting in practical character.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary

schools, or are special Normal schools needed for the purpose?

Ans. 31.—All educational life and growth must, I suppose, be from within. Neither schools nor teachers of worth and rank can be manufactured to pattern. The University, it is true, may attract and form the scholar, but the very process which carries a man through a successful career at college may often, though not necessarily always, tend to unfit him for the modest and patient work of a teacher in secondary schools; but where a man, as many men have, possesses an aptitude and fondness for teaching, no Normal training is necessary, and his University education will probably make such a man infinitely superior to any mere imperfectly informed machine turned out by a Normal school. A proper organisation for the training of teachers and securing better and newer methods of teaching in the secondary as well as in primary schools is very desirable; but while admitting the necessity for special Normal training, I must not overlook the exceptional cases of men with a natural aptitude for teaching and sympathy and experience in school life, to be found already in the ranks of our teachers. In the case of such men I would not impose on them the rigid rule that they should go through the Normal course. If their teaching power and efficiency be shown and proved by the Inspector's own test in actual school work, such a result ought to be sufficient to give them the privilege of holders of teachers' certificates in the matter of promotions and grants-in-aid of their salaries. In this sense, the conditions on which salary grants are given may be made less rigid or onerous.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—Educated Native public servants and others who are pensioned or are professional men would be inclined to aid the Government in visiting and examining schools, but what would be really more efficient and more wholesome is the formation of School Unions, which would appoint mixed Committees consisting of teachers and managers to visit the schools periodically.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 34 & 35.—I have only one remark to make with regard to the text-books in use. The new series of readers and text-books are on the whole an improvement on the old, but the places assigned to them and the quantity prescribed in the general course of study in the Standing Orders of the Educational Department, do not favour efficient teaching or healthy training of the young mind, especially in private institutions, the language of the readers and portions of work prescribed for each class being more or less beyond the previous knowledge and mental capacity of its pupils. The consequence is that many hardworking and conscientious masters cannot free themselves from the harassing and continual fear of being blamed by the Managers and Inspectors that their teaching has not covered sufficient ground; and this has led to cramming, and the unhappy practice of overworking and worrying the teaching staff as well as the children in their school work and home studies, giving them no time for recreation, has had an injurious effect on the teacher and on the health of the taught, and created in the latter a natural aversion to study, and at length, under this unceasing pressure, the boys acquire a deep and permanent dislike for reading. If the personal experience of the teachers confirms this, it is surely time for the Educational Department to revise the present curriculum of study were it alone for the sake of the health, both of body and mind, of the rising generation.

To secure the development of natural character and ability and to encourage the training necessary for the production of a useful vernacular literature, greater attention should be given to the study of natural science and whatever tends to develop the powers of observation, as well as to reciprocal translation and composition both in the English and Indian languages, in all institutions.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—It is the obvious duty of the State, if the State in any way considers itself bound to provide for public instruction, to provide funds, according to its means, *both* for higher and for primary education, the latter being necessary for the masses, and the former, which is in no sense indigenous, being required for the general progress and enlightenment of the country, besides for creating the requisite agency for carrying on primary education. *Technical* education, so much in need of encouragement, is a part of a complete educational scheme that cannot be left to private agency, which has yet to be created in the country with the necessary special knowledge and experience. The middle schools for *general* education may, perhaps, be left to other than State agency, because they are sure to prove themselves self-supporting, whether the Government connection with the existing ones as *models* be continued or not.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—Approaching the question from the Hindu point of view, and considering that the money spent on all education is the people's money, and that, therefore, its expenditure should be in consonance with the wishes of the people, it appears to me that the Government support, at present given to all Missionary colleges, is unnecessary, or at least beyond their needs. The Government institutions which have effectually done the work of high education so long to the satisfaction of the people, are able to supply the present wants of the Presidency. In subsidizing Missionary colleges set up, not in localities like Kurnul and other stations in remote corners of the Presidency, where education is backward, but where other places of instruction already exist, the Government are going to more or less needless expenditure, not to mention again the violation of the principle of neutrality involved (*A. 20*), and it is well known that in one instance at least in this part of India, the State expenditure is exorbitant or objectionable on other grounds (*A. 65*). If colleges under Native agency, as contemplated by the Government of India, come into existence, I believe that with the exception of supporting one

model college in each presidency or each of its great divisions, Government might gradually withdraw from direct interference with the higher education. Then, again, a large sum of money is frittered away on teaching the same subjects by different agencies at three different places in the Presidency town. There is no reason why in mathematics, chemistry, physiology, geology, botany, and the like, the students of the Engineering and Medical Colleges should not attend the lectures given at the Presidency College, for theoretical instruction in those subjects, so as to dispense with the separately paid staff to teach the same in the latter colleges.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—The present system of giving the same amount of grant to schools of the same grade whatever be the size of, or the amount of work done by, the institutions, appears to me to be objectionable. A number of small institutions exist in Madras, for instance, which could with much advantage be dispensed with, and which are at present in the receipt of the same amount of grant as very much larger institutions. This multiplication of schools breeds a most unhealthy competition, which has a most pernicious effect upon the efficiency of all, and some remedy should be sought to check this evil, by which the amount of grant would be better proportioned to the amount of school fees *actually* collected every month. This method of adjudicating the grants would have the advantage of compelling greater regularity in the collection of school fees. At present there is a good deal of irregularity in this matter. The fees might advantageously be paid into some bank or Government treasury by a certain date monthly, as in Government institutions, and could be withdrawn after that date as required by the Managers. The grant would then be calculated upon a bank or Government treasury certificate testifying to the amount of fees actually paid in. This method would prevent the Managers of aided schools from making mistakes and slips as to the amount of school fees actually collected in any one month.

No grant would, of course, be given on the fees due in any month not collected at the proper time, but collected subsequently.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—In classes below the Lower Fourth, I think a greater number of pupils than 25 cannot be efficiently taught by the average master likely to be in charge of such classes. In the Lower and Upper Fourth classes as many as 30—perhaps, in exceptional cases, 35 pupils—might be efficiently taught, while from 40 to 45 pupils would not be too many for a good Fifth Class master. From 50 to 60 pupils might be taken at once in the Matriculation class, as in that class less frequent individual teaching ought to be necessary, and ample provision could be made for the regular preparation of school work by calling up the different pupils at times unknown to them. In the college classes as many pupils as can conveniently hear and be seated may be taken. Students in these classes are old enough to know what their duty is, and if they fail to do it, their failure is a merited one. If the teacher of a college class goes carefully and conscientiously over the work, clearing all difficulties, questioning a few students in the class daily, and setting periodical question papers on the subjects studied, he has done his work, and the students alone are responsible for their own success or failure.

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—As a rule, the people of Southern India are too poor to pay more than a month's fee at one time, as the income of a great number of the parents is derived from small fixed monthly salaries.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—Certainly not from purely secular schools. It is not neutrality to aid schools whose ultimate aim is proselytism; but it is no breach of neutrality to maintain schools giving a good secular education without ultimately aiming at proselytism.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I think the present system in vogue in this Presidency, of making promotion to almost *every* class dependent upon a public or semi-public examination, a most pernicious one. Boys are not now, as formerly, being educated; they are merely being crammed to enable them to pass certain examinations, so that their minds are being more or less cramped instead of being expanded. My opinion is that promotion in all classes from the Upper Fourth class downwards should be regulated partly by class marks, and partly by two half-yearly school examinations, partly written and partly oral. Promotion from the Fifth class to the Matriculation class might, I think, as at present done in Government schools, be made to depend on the results of a comparative examination of all the schools under the supervision of the Director of Public Instruction, the examiners being the head masters and head assistants of the schools concerned taken in rotation. This would constitute a valuable introduction to the severer University examinations, to which of course no kind of objection can justly be urged, and to which a student is introduced after being a year in the Matriculation class. My opinion is, and I am not alone in holding it, that boys, especially young boys, are at present being over-examined and tested beyond their powers, and therefore crammed for examinations as if that were the great end of their school life.

Speaking generally of the system of examinations, I fear it is being very much overdone in this part of India. The consequence is that children are not taught to do their proper work and to learn to work, but are introduced too soon to the business and excitement of life, and to the petty by-ways of pleasing others. These examinations foster the system of cramming, as I have already said, and the teacher now-a-days, instead of using instruction as a means of stimulating and developing all the mental and moral faculties of his pupils, merely imparts it with a view to his pupils' remembering enough to gain a pass at some examination—a

success which procures promotion for the pupil, and a certain amount of *éclat* and *kudos* for the teacher, and perhaps something more substantial in the way of a result grant. If a little boy, on commencing his school career, could realise the dreary waste of examinations that lie before him, I can hardly suppose that that little boy would think life much worth living. A child has scarcely gained the power of distinct articulation when an examination stares him in the face, the very name of which he can pronounce only with some difficulty. The Lower Primary examination is followed, with hardly an interval of breathing space, by the Upper Primary examination. Quickly on the heels of this treads a more portentous test in the shape of the Special Upper Primary examination, with its long array of paid examiners, and all the pomp and circumstance of a public examination. The cry is "still they come." The laurels of the previous examination are still fresh on his brows when the pupil is required to indulge in the diversion of passing the Lower Fourth Class Comparative examination. A year more, and the Middle School examination held publicly with that for candidates for admission into the public service has to be surmounted; and if the pupil is successful here, we have an educational product, carefully moulded and manufactured after a certain model, without any originality, almost without any individuality, as like as one pin is to another, to thousands of other such products ground out elsewhere from the inevitable educational mill. Still no rest. In a year's time another hurdle in the educational steeple-chase has to be taken in the shape of the Fifth Class Comparative examination. In another year's time follows the Matriculation examination, and if successful here, and only then, may the unfortunate youth be said to be fairly on the summit of the mountains, and in sight of his degree, after gaining which, examiners cease from troubling, and the weary are at rest.

The London *Times* thinks that "examinations, so far from being a good in themselves, can hardly be placed higher than in the category of necessary evils. They are a burden to the examiner and the teacher, exactly in proportion as each is efficient and conscientious." Still as it is clear that examinations cannot be dispensed with, the re-action against them must not be permitted to go beyond their due regulation. In a presidential address, delivered to the members of the Birmingham and Midland Institute, Professor Max Müller said that—

"A strong feeling was springing up everywhere against the tyranny of examinations—against the cramping and withering influence which they are supposed to exercise on the youth of England. He could not join in that outcry . . . . . But, though he had not lost his faith in examinations, he could not conceal the fact that he was frightened by the manner in which they were conducted, and by the results which they produced . . . . . Examinations were a means to ascertain how pupils had been taught, but they ought never to be allowed to become the thing for which pupils were taught. Teaching with a view to examinations, lowered the teacher in the eyes of his pupils, and learning with a view to examinations, was apt to produce narrowness and dishonesty. Whatever attractions learning possessed in itself, and whatever efforts were made by boys at school from a sense of duty—all that was lost if they once imagined that the highest object of learning was to gain marks, not to learn . . . . . At the present time he believed that undue temptations were being placed before all the parties concerned in examination. The proper reward for an examination should be honour, not pounds, shillings and pence. . . . . What ws really wanted was men who were willing to teach others how to work for themselves, how to think for themselves, and how to judge for themselves. The true academic stage in every man's life was when he learnt to work, not merely to please others, be they schoolmasters or examiners, but to please himself—when he worked from sheer love of the work, and for the highest of all purposes—the acquisition of truth."

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—There were, a year or two ago, such arrangements among certain schools in the town of Madras. It was found, however, that every school had its own system of interpreting the rules, and the association had, I think, to be broken up. I do not believe any public school would receive a pupil expelled from another. It is very difficult to define "improperly leaving" a school, and I think it would be the best plan to allow these matters to adjust themselves on the principle of free trade, the parents' wish, when it is really the *parents'* and not the *pupil's*, being regarded as supreme in such matters. Of course no school ought to admit a pupil before all the fees he owes the school he has left have been paid, and a rule to this effect may be advantageously enforced in all Government and aided institutions in order to educate both pupils and parents out of their ways of evading fee payments.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—Considering the lack of stability in the institutions under any private agency at present, and more particularly those of Christian Missions depending on the chance liberality of foreigners, the Government can have no alternative but to retain their direct connection with a certain number of colleges as models to other colleges. To adopt any other course at present would be simply inimical to the progress and the true interests of the country.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—It seems to me that the time has now come when, with the exception of a Professor of English and one of Science, European professors might be safely dispensed with in all colleges, except in one model Government college in each Presidency or province, which ought to be more or less fully officered by European professors of all subjects taught in English. In fact, I go further, and say that I do not think Government is justified in going to the expense of providing European professors in its institutions, except in the subjects I have mentioned, and that it is altogether unjustified in giving grants to aided colleges—especially to Missionary colleges—in support of

more than one European Professor of English and one European Professor of Science. If these colleges be able from their own funds to support two such professors, Government aid might be reduced, if not altogether withdrawn.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—Most gladly, if they could afford the money.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—Such a course would be quite unjustifiable, because it is flagrantly opposed to the cherished religious feelings of the people which no Government, more especially the Government of a country like India, can safely ignore. (See also answer to Question 20.)

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—Yes. As an instance, the Combaconum College has been for several years under Native management and has competed successfully with other colleges in the Presidency. There are several schools of the Matriculation Standard, both in town and country, which have, under Native management, secured as satisfactory results as most schools under European management. Even in the schools under European head masters, it is the Native staff which does most of the work, if not all, up to the Matriculation Standard.

Concluding Remarks.—There are other questions which, from want of time, I must leave to others; but I may be allowed to offer a few general suggestions and remarks on the great problem of national education. If the time has well nigh arrived, as many think it has, for a change in the present system, it becomes all parties directly and indirectly concerned to know first, fully and fairly, what *is*, and what they wish *should be*, before any steps are taken either to demolish or mutilate the old and tried stucture, in order to rear the new edifice of national education. In solving the problem of where and how Government action may be brought to bear on the various parts of the educational system, it would be unwise to ignore the past, and the important consideration as to how far the existing institutions are the outcome of a state of things both normal and desirable, and how far existing agencies are capable of working out the requisite reforms. As the result of the consideration I have been able to give to the questions, the following is a brief statement of the main conclusion at which I have arrived:—

1. A more impolitic and retrograde step, and one more inimical to the best interest of the nation, could scarcely be conceived than the proposed abandonment of State colleges for the sake of extending and promoting mass education. The retention, and even the further development, of a few State Secular colleges, as models for the imitation of aided Native institutions as to how the literature and science of the west should be taught to Hindu students, is in my opinion a *sine quâ non*, and as the cost of these State colleges forms but 4·62 per cent. of the total cost of education in this Presidency, there is clarly no reason for applying the pruning knife to this particularly small percentage of expenditure. But Government may attract more actively than ever, to the aid of their institutions the munificence of Native Princes and Chiefs and other private benefactors, and may encourage them to found scholarships, prizes, and even professorships, by means of considerable endowments, as a means of meeting to some extent the pecuniary demands of Government colleges, and not as a means of reducing the ordinary school fees therein. This would tend to silence the envious and noisy cry of the partisans of abolition, about the expense of the State colleges, and would gradually bring into existence a body of Native trustees able and willing to relieve Government from direct interference with higher education.

It has been suggested more than once that Pacheappa's Institution with the Christian College in Madras can take the place of the Presidency College. It is true that Pacheappa's Institution has been for the past three years a second grade college with a European Principal assisted by a staff of Native graduates. Even if its standard should be raised to that of a first grade college, which does not seem possible in its present financial condition, it could, as the Christian College is now doing, only teach one or two of the optional subjects with additional teaching power; and it is therefore, in my humble opinion, the duty of the State to make adequate provision for complete and efficient instruction in the higher branches of modern science by maintaining a competent staff of highly paid and distinguished European professors at the Government college. It is simply idle to maintain that the Christian College, mainly dependent on foreign help of an admittedly uncertain character, or Pacheappa's College, which is limited to Caste Hindus, or both together, can legitimately take the place, or adequately discharge the functions, of the Presidency College, however necessary and useful these minor colleges may be for supplementing the work of the State college, at such cost as the poorer portion of the Native community of Madras can afford to pay.

2. Although elementary instruction now costs about 50 per cent. of the entire expenditure on education in the Presidency, yet the strong hand of the Government should be applied to developing gradually a system of primary education, to remove the ignorance that prevails among the masses, not by the very small saving (£5,000) that might be effected by destroying the higher education, which is the best means of ensuring a supply of good teachers and of promoting the general progress and enlightenment of the country, but by savings in other directions, and by encouraging Local Boards and Committees to extend aid to indigenous schools on less rigid conditions than the present, and by providing for a more extended and efficient system of inspection, both by paid and voluntary agencies.

3. Technical and commercial schools might with advantage be opened and multiplied by the aid of State grants, for the benefit of the *lower-middle* and *lower* classes; but such institutions should be calculated to meet only the national wants, habits, and instinct of those classes, and should not be intended to promote foreign growth and culture.

4. A system of registration of teachers, both superior and secondary, might be initiated by the Director of Public Instruction, or secured by a corporate body created by law for the purpose, so

that teachers might receive a distinct recognition of their professional standing.

5. The formation of School Unions of managers and masters might be advantageously encouraged to effect some of the objects already mentioned and others of perhaps equal importance, but Government should abstain from any interference with these Unions, although it should give due attention to their recommendations on educational questions.

6. The unhealthy and unfriendly competitions between Government and aided colleges and high schools might be put an end to, were the fee levied to be the same for the same standard of instruction, as they ought rationally to be, in both, and were strictness enforced, especially in the case of Mission schools, as to the percentage of free and half-fee pupils, a very fruitful source of mischief in such schools, where very many of the boys receive elemosynary instruction. I call it a *mischief*, because it holds out an unfair inducement to allure pupils from the schools whence they have passed the public or departmental examinations, to another which has taken no trouble to prepare such material for a higher course of instruction.

7. But I must emphatically repeat that nothing should be taken away, for mass education or for any other purpose, from the money devoted by the State to the high education of the country. I am quite sure that if one particle of the efficient support and direct control now extended to the higher education in the State colleges by the Government were withdrawn, not only would the work of higher education itself suffer most materially by being scamped and neglected, but the education of the masses would become hopeless. It must ever be borne in mind that higher and primary education are not antagonistic but complimentary, and that without higher education the means for promoting primary education do not exist; and if the former is to be crippled for the sake of the latter, it is the profound conviction of the thoughtful among the princes and people of this country that there will soon be an end to all real progress from the primary school to the University.

Additional Evidence of Mr. V. Krishnama Chariar.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration?

Ans. 19.—Yes, as regards the salary grants given by Government in aid of Native high schools generally, which will be found given in the list of such grants published at pages 28—33 of Public Instruction Report for 1880-81, and from which the appended statements are compiled for ready reference. It is worthy of note that Native high schools, 10 in number, and with 2,022 pupils, drew in 1880-81 grants amounting to ₹12,155, while the Missionary high schools, 29 in number, and with 3,732 pupils, drew ₹33,968, thus giving an average grant of ₹1,215-5 for Native schools, and ₹1,171-2 for Mission schools, out of the total grant for all high and middle schools,—the Government grant for a pupil in a Mission school being ₹9-1, and in a Native school ₹6. Then, again, while 29 Mission schools passed 187 Matriculates or an average of $6\frac{13}{29}$ per school, 10 Native schools passed 99 or an average of $9\frac{9}{10}$ per school.

Thus experience has shown that Native aided schools need fairer treatment and protection by means of a legislative enactment, so that they may legally claim their rights. There may be some rare exception to the general rule that Missionary schools standing side by side with Native schools of the same standard receive more. One, for instance, is the case of the Free Church Mission and Pacheappa's branch schools at Conjeveram; but against this it must be remembered that in the great majority of cases Mission schools get more aid than the Native schools. Let me take the case of the Conjeveram schools, however, and see how far the difference there is justifiable.

It has been asserted that the results, judged by the Matriculation examination, show that the Free Church Mission School at Conjeveram is superior to Pacheappa's school there. As a matter of fact Pacheappa's School, Conjeveram, has passed more pupils than the Free Church Mission School, according to the Reports of the Director of Public Instruction for the 11 years ending with the 31st March 1880-81. The reports of these years are the only ones I could get.

It has been stated that the Government salary grant to the Mission school at Conjeveram is less than that given to Pacheappa's. But it must be remembered (1) that the number of pupils in the latter has always been considerably greater than in the former, as will be seen from the figures given lower down; (2) that Pacheappa's school has always had a larger number of classes, and therefore a larger and better paid staff, and the expenditure on Pacheappa's has always been greater, it having had for many years past a graduate on ₹150 as head master, while the Free Church Mission school had only an undergraduate on a lower salary; (3) that the number passing the Matriculation examination for the 11 years ending the 31st March 1881 is larger than that for the Free Church Mission School, being 55 for the former and 52 for the latter; (4) that the high school department of the Free Church Mission School is in excess of the educational wants of the town, and is entitled, according to the recognised practice of the Educational Department and the policy of Government, to no grant at all, as Pacheappa's School was the first in the field and could do all the work of educating up to the Matriculation standard without any extra cost; and (5) that G. O. No. 290 of 1877 states that students on endowment are not to be included under the head of *free* scholars, and such endowment scholars are the only non-fee paying scholars in any of Pacheappa's schools, and are not to be confounded with ordinary *free* scholars; and the fees for the so-called *free* scholars must therefore be added to the fee-collections in Pacheappa's schools in comparing them with the fee-collections of other schools. It is this point that was lost sight of in the figured statement quoted by the Rev. Mr. Stevenson from the Public Instruction Report for 1875-76.

The following show the numerical strength of both schools at Conjeveram for the 11 years beginning with 1870-71 :—

Year.	Pacheappa's School.	F. C. M. School.
1870-71	171	133
1871-72	140	94
1872-73	152	100
1873-74	202	108
1874-75	167	146
1875-76	188	138
1876-77	155	129
1877-78	184	146
1878-79	211	190
1879-80	240	177
1880-81	230	179
Total	2,040	1,540

From the above it will be clear that the number of pupils in Pacheappa's School at Conjeveram was not only always greater, but the progressive character was more uniform, considerable fluctuations being noticeable in the numbers attending the Free Church Mission School.

Then as regards the number matriculated during the same 11 years, the figures for both, so far as I am able to gather, are as follow:—

Year.	Number Passed.	
	Pacheappa's School.	Free Church Mission School.
1870-71	4	1
1871-72	5	4
1872-73	4	4
1873-74	2	5
1874-75	8	9
1875-76	4	3
1876-77	11	8
1877-78	4	5
1878-79	2	...
1879-80	2	8
1880-81	9	5
Total	55	52

Thus, upon the whole, the outturn of work at Pacheappa's School does not compare unfavourably with that of the Free Church Mission School.

I shall now give here a brief abstract of the Reports of the Government Inspector on these two schools at Conjeveram:—

The Inspector's report for 1871-72 on these two schools was not published; but the Director remarked that "both have done well in the Matriculation examination."

(*P. I. Report for 1871-72, p. 33.*)

In 1872-73 the Director observed that "Pacheappa's School retained its supremacy as to attendance, and both schools were on a level in regard to the results of the Matriculation examination."

(*P. I. Report for 1872-73, p. 37.*)

In 1873-74 the general result at inspection of Pacheappa's School was "unsatisfactory," and that of the Free Church Mission School was "rather below fair."

(*P. I. Report for 1873-74, p. 243.*)

In 1874-75 the Inspector found Pacheappa's School "considerably advanced in the numbers passed at the Matriculation examination, and rank with an average Government zillah school. The Free Church School also advanced."

(*Appendices to P. I. Report for 1874-75, p. 249.*)

In 1875-76, which is the particular year for which it has been alleged that Pacheappa's School at Conjeveram drew a larger grant than it deserved, the Inspector reports more favourably of Pacheappa's than of the Free Church Mission School, as will be seen from Appendices A and C of the Report for that year. After noticing the Matriculation result the Inspector reports on the fifth classes for two schools thus:—

	Pacheappa's School.	*F. C. M. School.*
Reading	Fair	Indifferent.
Grammatical Construction	Pretty creditable	Fair.
Translation	30 per cent.	20 per cent.
Paraphrase	Not unpromising	Bad.

(*P. I. Report for 1875-76, pp. 235-37.*)

In 1876-77 the Inspector reports that the result of the examination at Pacheappa's School "was on the whole fair." Nothing can be gathered about the Free Church Mission School except that it was "in advance" of the Free Church Mission School at Chingleput.

(*P. I. Report for 1876-77, p. 37.*)

In 1877-78 Pacheappa's School was "very favourably" reported on. The Free Church Mission School was not "in as sound a condition as its rival." Mr. E. Thompson, the Acting Director of Public Instruction, further observes "that Conjeveram does not supply sufficient material for two good higher class schools." The Director's review of the year's report on the Free Church Mission School says that—

"The quantity of English read in the middle classes is far too small, and translation seems to have been generally neglected throughout the school. A high degree of efficiency can however hardly be expected in a higher class school constituted as this is. There is not a single graduate among the teachers."

(*P. I. Report for 1877-78, p. 41.*)

In 1878-79 Pacheappa's School was well reported of by the Acting Inspector, Mr. George Duncan. "The fifth class passed a very satisfactory examination, and the school generally reflected great credit on the head master."

"Mr. Duncan inspected the Free Church School, and the fifth class passed a fair examination. The staff has been improved by the appointment of a graduate as head-master, but of the 15 boys who went up for the Matriculation examination, *none* passed.

"The discipline of the school," Mr. Duncan observes, "appeared to me to be unsatisfactory. I detected several instances of copying and prompting, and many boys failed to obey the orders that were given. The pupils also attended school dressed in any way they pleased; quite half of the boys were without turbans, and many were in unwashed clothes on the day of my visit."

(*P. I. Report for 1878-79, p. 48.*)

In 1879-80 the Director's report considers "the condition of Pacheappa's High School at Conjeveram better than its success at the Matriculation examination," and the Free Church Mission School "to be doing fair work."

(*P. I. Report for 1879-80, p. 68.*)

I can find nothing about these schools in the Report for 1880-81.

The complaint of Pacheappa's Trustees has reference to their Central School in Madras, and they say that they merely receive a high school grant of ₹2,400, and nothing for the college department. While the Christian College can receive a total grant of nearly ₹13,500 a year, the claims of Pacheappa's College, as a purely Native Institution of spontaneous growth, are ignored, contrary to the spirit of the Education Despatch of 1854 and the Resolution of the Government of India constituting the present Commission.

APPENDIX TO ANSWER 19.

Number of high schools receiving grants	39
„ Christian „ „	29
„ Native „ „	10
Pupils in Christian schools	3,732
„ Native „	2,022
Grants to Christian schools	₹ 33,968
„ Native „	„ 12,155
Average grants to Christian schools	„ 1,171·2
„ Native „	„ 1,215·5
Grant to a pupil in Christian schools	„ 9·1
„ Native „	„ 6
Matriculates from Mission schools	187
„ average per school	$6\frac{11}{17}$
„ from Native schools	99
„ average per school	$9\frac{9}{10}$

Abstract Statement of Salary Grants drawn by Mission Schools in 1880-81.

No.	Name of School (Christian).	Nos. in High and Middle Schools.	Grant.	Matriculated.
			R	
1	Vizagapatam London Mission H. School	191	1,192	9
3	Ellore C. M. S. High School	97	1,614	6
7	Guntur American Mission School	89	885	10
8	Bezvada C. M. S. School	32	505	3
10	Bellary London Mission School	144	1,079	2
11	Nellore F. C. M. School	180	1,420	9
13	Royapet Wesleyan Mission School	231	1,297	13
14	Church of Scotland Mission School	249	2,399	12
15	Vepery S. P. G. School	272	1,972	11
16	St. Mary's Seminary	117	1,026	7
17	Do. Orphanage	49	680	...
18	London Mission School	249	1,857	7
19	Harris School	51	1,080	4
20	St. Thomé Seminary	164	1,003	4
21	Bishop Corrie's Grammar School	161	3,286	14
23	Chingleput F. C. M. School	87	613	5
24	Conjeveram F. C. M. School	90	727	5
25	Tiruvellur F. C. M. School	78	670	4
27	Cuddalore St. Joseph's School	174	951	13
29	Vellore Church of Scotland Mission School	128	903	..
30	Mannargudi Wesleyan Mission School	62	1,809	8
31	Tranquebar Lutheran Mission School	90	624	6
32	Negapatam Wesleyan do.	131	994	6
33	Poraiyar S. P. G. School	58	818	4
36	Ramanad S. P. G. High School	131	2,305	9
37	Palamcottah C. M. S. High School	98	663	2
39	Coimbatore London Mission School	95	606	...
40	Calicut Basel Mission School	191	776	13
4	Amalapur C. M. S. High School	43	214	1
	Total	3,732	33,968	187 Average per school $6\frac{13}{29}$.

Abstract Statement of Salary Grants drawn by Native High and Middle Schools in 1880-81.

No.	Name of School (Native).	Nos. in High and Middle Schools.	Grant.	Matriculated in 1880-81.
			R	
5	Cocanada Hindu School	256	2,038	6
6	Narsapur Central School	132	1,601	6
9	Masulipatam Hindu School	208	1,118	8
22	Triplicane do.	207	516	1
12	Nellore do.	156	1,196	7
26	Conjeveram Pacheappa's School	122	1,328	9
28	Chidambaram do.	142	445	10
34	Combaconum Town High School	513	2,357	37
35	Mannargudy Native High School	182	695	10
38	Palamcottah Hindu School	104	861	5
	Total	2,022	12,155	99 Average per school $9\frac{9}{10}$.

Cross-examination of Mr. V. Krishnama Chariar.

By the Rev. William Miller.

Q. 1.—You have mentioned in your answer to question 15, three middle schools, Ellore, Trivellore, Tindivanum, which have been closed in the course of the last 20 or 30 years, and one high school which you say it is proposed to transfer. Kindly say whether you are acquainted with any other instances of the same kind?

A. 1.—I am not.

Q. 2.—Allow me to ask whether you are aware that the letter of the Principal of the Christian

College, to which you refer in your answer to question 18, was a private letter to the Maharajah of Travancore, published without the writer's consent or knowledge, so that, however true the statements in it may be, they were not meant as "an assurance given to the public."

A. 2.—I was aware of this simply from the statement of the writer himself; but the same statement as regards the wishes of Missionaries is made in the "Educational Papers."

Q. 3.—You are aware of how many Missionaries distinctly say that they have no desire to have Government institutions transferred to them: you say in your evidence that they would be glad to take over such institutions, and have been itching to do so for a number of years. Will you kindly say whether your meaning is that these gentlemen are unworthy of belief?

A. 3.—I simply say that the policy pursued does not correspond with the profession.

Q. 4.—Have you at any time observed what the Despatch of 1854 says as to the principles on which grants are to be given? I quote the words of the Despatch:—"The system of grants-in-aid which we propose to establish in India, will be based on an entire abstinence from interference with the religious instruction conveyed in the schools assisted. Aid will be given (so far as the requirements of each particular district, as compared with others, and the funds at the disposal of Government may render it possible) to all schools which impart a good secular education, provided that they are under adequate local management (by the term *local management*, we understand one or more persons, such as private patrons, voluntary subscribers, or the Trustees of endowments, who will undertake the general management of the School, and be answerable for its permanence for some given time)"

A. 4.—I have.

Q. 5.—If, as you say in your answer to question 15, the encouragement of Missionary education results in the oppression of the people, the deterioration of education, and heartburning to Native parents, what reason is there for doubting that the people of India will find this out for themselves and avoid Missionaries? Why should it be necessary to call upon Government to withdraw the pledge that it has given of entire abstinence from interference with the religious instruction conveyed in the schools assisted, and to break its promise that aid will be given to *all* schools which impart a good secular education?

A. 5.—In this passage I do not understand that the term 'local bodies' includes Missionaries, so that a refusal of aid to them would not be a withdrawal of this pledge, except in the case of grants sought in aid of schools for the children of their own congregations.

Q. 6.—Referring to your answer to question 21, may I ask whether, if Government has fixed a minimum fee which must be charged as a condition of an institution receiving aid, you would prevent the Managers from charging more than the minimum if they felt themselves able to go beyond it?

A. 6.—Certainly not.

Q. 7.—If Government in managing its own institutions finds that it is able to go beyond the minimum, is there any reason why it should not have the same freedom of doing so as other Managers?

A. 7.—I think they should not be prevented from doing so.

Q. 8.—Referring to your concluding remarks No. 2, while I find from the last Report on Public Instruction that the expenditure on primary instruction is 48 per cent. of the total expenditure from all sources, or about 50 per cent. as you say, I find on the same authority that the proportion of provincial funds spent on primary education is a little under 20 per cent., and putting provincial, local, and municipal funds together as being all in some degree of the nature of public funds, I find that the proportion of this total spent on primary education is a little under 40 per cent. May I ask if you have any reason to consider these figures incorrect?

A. 8.—I have not had any opportunity of testing the accuracy of these figures, but must take them as correct.

Q. 9.—While it is certainly undesirable "to destroy higher education," whether the amount spent on it be large or small, may I ask how you arrive at the total of £5,000, seeing that the amount directly spent on Arts Colleges for general education, without reckoning the proportion appropriate to them of the expenses on direction, inspection, and scholarships, is given in the last Report on Public Instruction as R2,37,798?

A. 9.—I noted the amount somewhere and put it down; but if I am allowed time I shall investigate the subject.

Q. 10.—In your concluding remark No. 6, you demand that strictness be enforced, "especially in the case of Mission schools, as to the percentage of free and half-fee pupils, a very fruitful source of mischief in such schools, where very many of the boys receive eleemosynary instruction." Allow me to ask whether you are acquainted with certain facts which I shall mention bearing upon this point:—

Were you aware, when writing your replies, that in the Madras Christian College, which you probably know to be a Mission institution, the proportion of free and half-fee students together in the college department is always less, and in the school department very greatly less, than the 5 per cent. which is reckoned the right proportion for free students alone?

A. 10.—I was not aware of the details in that institution, but I judged from the statement of several pupils who leave non-Christian institutions to join Mission schools, on the plea that they can there pursue their studies either on half-fee or no fee.

Q. 11.—Kindly say whether you were aware, when writing your replies, that in the same institution an entrance fee is paid by all students admitted into the college classes, though this is not imperative?

A. 11.—I was not aware of it.

Q. 12.—Kindly say whether you were aware, when writing your replies, that in the same institution a larger entrance fee is levied on the pupils admitted into most of the school classes than is imperative or than is levied in other schools?

A. 12.—I was not aware of it.

Q. 13.—Kindly say whether you were aware, when writing your replies, that in the case of the same institution the monthly fee is higher than the imperative rate in the case of from 15 to 20 per cent. of the college students and of a larger proportion of pupils in the school?

A. 13.—I was not aware of it.

Q. 14.—Kindly say whether you were aware, when writing your replies, that in the same insti-

tution the fees for October, November, and December are honestly paid by the pupils about to appear for a University Examination—to the benefit of the finances of the institution; though, as no doubt you are aware, it is the common practice to evade payment of the fees for some or all of these months?

A. 14.—I have heard of some such thing done this year, but was not aware of its being the case always.

Q. 15.—May I ask whether you have observed the following paragraph in the last Report on Public Instruction: "It is noteworthy that in the Madras Christian College 31·16 per cent. of the total cost was met from fees, while in the Presidency College 15·14 per cent. only of the charge was met from this source"?

A. 15.—I remember having read the passage, but there are some statements in it which I cannot understand.

Q. 16.—May I ask whether you have observed this other paragraph in the last Report on Public Instruction: "Taking all departments of Government and Aided Colleges together, it will be noticed that of the First Grade Colleges, the Tanjore S. P. G. College had nearly two-thirds, the Combaconam College nearly one-half, the Madras Christian College two-fifths, the Doveton and Rajahmundry Colleges one-fourth of the total charges met from fees, while the fee revenue of the Presidency College and St. Joseph's College, Negapatam, did not cover even a fifth of the cost of the institutions"?

A. 16.—I have observed that paragraph.

Q. 17.—May I ask whether you are aware that the institution which the Director puts first in the above list, *viz.*, the S. P. G. College at Tanjore, is a Mission institution?

A. 17.—I am aware of it.

By THE REV. DR. JEAN.

Q. 1.—In connection with your answer 2, may I understand that you restrict the dropping in unexpectedly of the Deputy Inspector upon a primary school to the visits whose object is to see how the school works, and not to examine it for the annual grant?

A. 1.—I do.

Q. 2.—With reference to the 3rd number of the same answer 2, do you think that a serious examination *vivâ voce* can be possible in a numerous class?

A. 2.—My answer refers to the schools under the result system where the number generally is restricted, and therefore would admit of a *vivâ voce* examination. But whether the number be restricted or not, it would add greatly to the efficiency of the examination, as well as to the quality of instruction, to have more oral examination and less written examination, as a means to test the intelligence of the child.

Q. 3.—With reference to answer 7, could you suggest any provisions that might be taken with a view to secure the impartial administration by District Committees or Local Boards of the funds assigned for primary education, and their distribution to all the classes of the community, without distinction of castes and creeds?

A. 3.—I think there is no reason to apprehend that the distribution of the funds would not be made impartially.

Q. 4.—In your answer 12 you say that the system of payment by results has not been accepted by more than 50 per cent. of the indigenous schools. Do you mean that 50 per cent. of the indigenous schools being offered to be placed under the results grants system, actually refused?

A. 4.—Yes, they actually refused or paid no attention to the invitation of the officers.

Q. 5.—Could you kindly specify the motives that impelled the managers of such schools to refuse the offer?

A. 5.—They found that the rules, especially those concerning vaccination and attendance, were such as they could not comply with.

Q. 6.—Does your statement apply to the Madras district only or to other districts?

A. 6.—To all the districts around Madras.

Q. 7.—In reference to No. 12, in which you say a good deal of strong things against the multiplicity of examinations, may I understand that you mean to condemn only the abuse of examinations, but do not intend to question first, that yearly examinations are necessary in all schools to stir up the energies of children and regulate promotions; next that there must be some public examinations whereby the abilities and the progress of students towards the end of their studies may be duly tested and acknowledged?

A. 7.—I do not mean to question the necessity of school examinations for regulating promotions, nor the utility of University Examinations.

Q. 8.—In your answer 24, may I understand that you advocate the equalizing of fees only in the schools that exist in the same place, but would not object to fees somewhat higher being exacted in Madras than in some places in the Mofusil?

A. 8.—I mean the schools in the same locality.

Q. 9.—Your 57th answer saying as follows: "the present system of giving the same amount of grant to schools of the same grade whatever be the size of, or the amount of work done by, the institutions, appears to me to be objectionable,"—Please, kindly explain that statement.

A. 9.—I merely meant that all masters who hold the same certificate receive the same amount of grant, no attention being given to the amount of work they are doing, to the quantity of fees collected, and so on.

Q. 10.—From your words in your answer 62, "my opinion is that promotion in all classes from the upper fourth class downwards should be regulated partly by class marks, and partly by two half-yearly school examinations, partly written and partly oral,"—am I to understand that you would advocate the suppression of the Middle School examination?

A. 10.—I object to the Middle School examination as applied to promotions and admissions in schools, but not as a test for admission into the public service.

Q. 11.—In reference to answer 66, may I ask you what would be the amount of the salary which a native Committee would, on an average, be expected to pay for obtaining the services of a good European Professor?

A. 11.—I think nobody would come out under R350.

By MR. FOWLER.

Q. 1.—(*A. 2.*) You enumerate several requirements for improvement; but what some think

the main want of all, I do not see that you notice —I mean improved teachers. Do you not think this an essential want?

A. 1.—I consider the improvement of the masters very necessary.

Q. 2.—You say "the result does not seem commensurate with the money spent on it." By what test do you judge and arrive at this conclusion?

A. 2.—The quality of knowledge gained by pupils in village shools under the results system seems superficial and inaccurate—and a sufficient number of schools have not been brought under improvement.

Q. 3.—Do you think that any school that has received a result grant can have reached the standard to obtain it without improvement?

A. 3.—No.

Q. 4.—You speak of the Local Fund Boards soon feeling themselves educationally competent to act unadvised in the management of their schools:—Would you not agree with the following words of the Director of Public Instruction as enunciating the sound principle of administration? He says:—"The result system is unrivalled as a means of stimulating private effort both in town and country, more especially when controlled and applied not by a centralised Government education department, but by Boards with local knowledge and sympathies working through that department."

A. 4.—As regards appoinments, selection of text-books, and prescribing of standards, I think it sound; but as regards financial management, the voice of Local Boards should predominate, as representing the tax-payers.

Q. 5.—(*A. 12.*) You say:—"So long as those grants are fettered by so many rigid conditions, the majority of indigenous schoolmasters will refuse to place their schools under inspection. The attendance qualification particularly ought not to be imposed upon these rural schools. There is, as a rule, but one school under inspection in each village, so that it is practically impossible for a boy to be examined oftener than once in one standard for a grant, and it is this which the attendance qualification is principally intended to prevent." Which conditions (besides the attendance) do you consider too rigid?

A. 5.—A child removing from one village to another cannot count his attendance at his first school. The enforcement of vaccination is another. The standard also is too high.

Q. 6.—You express the opinion that "the attendance condition is meant to prevent a boy's being examined more than once under the same standard." What do you base this statement on?

A. 6.—I thought its object was to prevent boys going from one school to another.

Q. 7.—Is the condition not meant rather to secure efficiency of instruction, and that a boy's education shall be due to the master who benefits from the result?

A. 7.—Yes, partly so.

Q. 8. (p. 174).—You would then, from answer 12, lower the rates of grants in result schools in the town of Madras?

A. 8.—Yes, I would.

Q. 9.—Should the reduction be confined to Madras?

A. 9.—Might be applied to other towns similarly circumstanced. Because in such places the number of fee-paying scholars is in excess of school accommodation; and the force of number always tells under the result system in large towns, where they have greater facilities for making themselves eligible for grants—another reason applying to Madras is that the present rates encourage speculation.

Q. 10.—(*A. 12.*) You say "I am not sure that the result system is quite sound in principle." To what do you refer in particular?

A. 10.—That it does not pay for all the labour of the schoolmaster, and certainly not for the time and trouble bestowed on the formation of character.

Q. 11.—You write, p. 174.—"The great blot on the present system is not the individual examination, which is a safeguard to the teacher as well as a convenience to the Inspector, but it is the individual payment for the individual pass." What, then, would you recommend as the plan for determining the amount of the grant?

A. 11.—I am not prepared to recommend a remedy; but there is the evil. I might, however, recommend a form of the combined system.

Q. 12.—(*A. 15.*) You write: "I do know of instances in which Government schools, contrary to what is contemplated by the Despatch and by the Government of India, have, under unfair pressure, been handed over to Missionary bodies with the worst possible results, *viz.*, the oppression of the people, their loss of confidence in the pledges of Government, and a lamentable deterioration of the education imparted."

I should wish to ask four short questions on this:

(*a*) What is the unfair pressure?

A. 12.—(*a*) Of what I consider 'unfair pressure' I give the following instances. At Ellore the Government School was abolished in favour of the Mission school. The people memorialised for the retention of the school, but to no effect: so they had no choice but to join the mission school.'

For another case at Trivellore (see my answer to question 15), I would also mention—that, while the Government school at Trivellore existed, its standard was not allowed to be raised, while that of the mission school was.

(*b*) Would you kindly particularise 'the oppression of the people?'

(*b*) The cases of Ellore and Tindevanum illustrate what I say of oppression. Though the people had no other places of secular instruction to go to, the Government schools, to the establishment of which they had contributed their own labour and means, were withdrawn, and they were left to shift for themselves.

(*c*) What evidence can you produce of the loss of confidence by the people in the pledges of Government?

(*c*) So long as they supported the school they expected its continuance.

(*d*) How has the deterioration of education been shown?

(*d*) The fact that education in Ellore deteriorated is stated in the letter to Government of the Department of Public Instruction, No. 1737 of the 1st May 1879, para. 27.

Q. 13.—(*A. 16.*) You express the opinion that the withdrawal of Government from institutions of the higher order would lead to "deterioration of the quality or a lowering of the standard of higher education." Will you kindly state any grounds on which you base this opinion?

A. 13.—Such a result has been noticed in the case of more than one set of Mission schools. The

equality of the work in Mission schools seems to depend very often on the zeal, the self-denying labour, the willingness, and also the means of individual heads or managers. When these retire or are absent temporarily, the deterioration I speak of has occurred to such an extent as to point to a rapid decline if not an immediate fall. To take the Christian College as an instance, I put in a statement showing the results of the University examinations in that College for the years 1870—1880.

CHRISTIAN COLLEGE.

MATRICULATION.

Year.	1st Class.	2nd Class.	Total.
1870	...	18	18
1871	2	22	24
1872	3	23	26
1873	1	33	34
1874	7	31	38
1875	2	20	22
1876	8	42	50
1877	2	30	32
1878	...	6	6
1879	4	49	53
1880	4	50	54

B. A. EXAMINATION.

Year.	1st Class.	2nd Class.	3rd Class.	Total.
1871-72	...	2	3	5
1872-73	...	1	4	5
1873-74	...	5	...	5
1874-75	...	4	1	5
1875-76	...	3	4	7
1876-77	1	8	4	13
1877-78	...	...	11	11
1878-79	...	12	17	29
1879-80	2	14	5	21
1880-81	...	13	12	25

It will be found that in 1877-78, when the head of that college, the Rev. Mr. Miller, was absent, the number of successful B. A. candidates was nothing like the results in subsequent or previous years either in numbers or position. Other schools, such as the Wesleyan Royapetta, the Church Mission Elementary schools, have shown similar decline, subsequent to the departure of the zealous managers of those schools.

Q. 14.—(*A. 21.*) You express the opinion that "the fees should be the same in aided as in Government schools." Do you consider that there is an injustice in Government allowing lower fees in schools that they aid, than they demand in their own schools?

A. 14.—Yes; it is not fair.

Q. 15. (*A. 26,* &c.) "The instruction, however, given in secondary schools at present is necessarily intended to prepare pupils for entrance into the University course. But all the youths of the country need not be dressed in the same uniform of knowledge, and it is possible that in *some places or for certain* classes the introduction of what is called a commercial or technical education would be popular as answering the needs of a large number of young people, and may therefore be encouraged instead of some of the subjects at present required for the Matriculation Examination."

Would you advocate two classes of secondary schools:—one giving an education preliminary to a College course; the other giving a course of instruction of a different character complete in itself as far as it goes?

A. 15.—I would suggest a kind of bifurcation of the Matriculation course. Those who do not intend to go through the University course may be allowed to give up Euclid, Algebra, and Physics, and to take up Book-keeping, Mensuration, and Free-hand drawing instead, or other technical branches that may be within the reach of the institutions of the Matriculation standard in the country.

Q. 16.—Would such be appreciated?

A. 16.—Yes: If Government recognised such training as qualifying for admission into its service.

Q. 17.—(*A. 34-5.*) You say, "It is surely time to revise the present curriculum." Is it your opinion that the work prescribed is generally too much?

A. 17.—Yes.

Q. 18.—(*A. 48.*) Am I correct in the inference that you think that when a Government and an aided institution exist in the same place, the duty of Government is rather to withdraw its aid from the other institution, than to close its own?

A. 18.—Yes.

Q. 19.—(General remarks, 1.) You give as the cost of State colleges 4·62 per cent. of the total expenditure on education. I wish to enquire whether you are aware that the total Government expenditure on high, lower, and primary education, Government and aided, in 1880-81, was ₹5,29,013, while the expenditure on Government Arts colleges was ₹1,22,076; so that the percentage of Government expenditure on its Arts Colleges, to its total expenditure, was not 4·62, but 23·0?

A. 19.—I was not aware.

Q. 20.—(*A. 64.*) Do you consider the popularity of certain aided institutions to be an element of their stability?

A. 20.—By no means: the number of boys in any school need not necessarily be a measure of its popularity. A large number of pupils may mean no more than smaller fees, greater leniency in the matter of collecting them, laxer discipline, easier promotion, and willingness to admit a pupil into whatever class he likes to go, provided he pays his fee, or is the son of 'somebody' in the place;—convenience of locality; and, in the case of Mission schools, absence of conversions.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—With reference to answer 16, in which you say that "the Native chiefs and other wealthy men of India who have the means, must first be benefited by the influence of higher education," would you suggest any special measures for the education of the sons of the Native chiefs and Rajahs of Southern India?

A. 1.—Yes. I would suggest the establishment of a Raj Kumar college, one for the Telugu country at Rajamundri, and another for the Tamil country at Cumbaconam. If two colleges are not practicable, one large Raj Kumar college might be established at Bangalore on account of its central position and healthiness and other favourable conditions.

Q. 2.—Seeing that the Despatch of 1854 and the Resolution of the Government of India constituting this Commission, neither contemplate nor recommend the transfer of Government colleges and schools to Missionary bodies, may I ask why you speak with such emphasis of the possible dangers incidental to such a transfer?

A. 2.—I do so because, although the two documents referred to do not expressly recommend the transfer, yet the paper of queries circulated by the Commission leaves the expression "private bodies" undefined; and Missionary bodies call themselves local and private agencies. Though Missionaries

say that they will not accept charge of Government institutions, yet they wish for and advocate the abolition of Government institutions; and such abolition of Government schools and colleges, before the development of Native agencies, would practically throw the monopoly of higher education into the hands of Missionaries.

Q. 3.—Will you point out a few instances in which the withdrawal of Government now and at once, from the direct management of colleges and high schools, would practically tend to the higher education of the places concerned falling into the hands of the Missionaries?

A. 3.—Yes. I need not go far for instances. Take the case of the Presidency College. If the Government should withdraw from the direct management of this college to-morrow, the Native young men studying in that college would have no alternative but to join the Christian College. If the Combaconum College should be abolished, the Native students of the Southern districts could not help resorting to the S.P.G. College in Tanjore. Something similar may be said of other places with Government institutions, as Rajahmundry, Bellary, Mangalore.

Q. 4.—In your concluding remarks, you express yourself to be in favour of an Education Act. Please state the purpose for which such an Act should be made?

A. 4.—Registration of teachers. Provision for a Pension Fund for teachers in private schools. The conservation of endowments in connection with State colleges. A provision to appropriate, for purposes of education, in State colleges or in institutions purely under Native management, unappropriated charity funds, when the charities have ceased to be performed. A provision defining the proportions of grants to be given to different classes of institutions with a view to strengthen and foster institutions of Native growth.

Q. 5.—In your concluding remarks, you speak of a "small saving of £5,000 that might be effected by destroying the higher education." How is this figure arrived at?

A. 5.—The total expenditure from Provincial Funds on Government Collegiate education is stated to be ₹ 1,08,204 in the Public Instruction Report for 1879-80. I deducted about a half from this amount on account of grants-in-aid in case the Government colleges were transferred to private agencies.

Q. 6.—In reply to one of Mr. Fowler's questions, bearing on answer 48 of your evidence, you said that he was correct in inferring from that answer that in places where Government and aided institutions existed, you held it right for Government to withdraw the grant from the aided institution instead of closing its own institution. Do you, in answer 48, talk of aided institutions generally, or only of Mission institutions?

A. 6.—Only of aided Missionary institutions.

Q. 7.—So the withdrawal of grant in consequence of the existence of a Government institution applies only to Missionary institutions and to no other?

A. 7.—Yes. Quite so.

Cross-Examination on Additional Evidence in reply to Q. 19.

By THE REV. WILLIAM MILLER.

Q. 1.—May I ask whether, by the rules in force for grants to high and middle schools in this Presidency, the expense of a school is one of the chief elements in determining the amount of its grant?

A. 1.—It is.

Q. 2.—I believe, in fact, that the central feature of the rules is that of Government contributing a proportion of the salary of qualified teachers?

A. 2.—Yes.

Q. 3.—I have been interested in your tables, though, as your evidence on this point was in my hands for only a very short time, I have not been able to examine them with great care; may I presume, however, that you wish them to show *all* the facts that bear upon the question you have raised?

A. 3.—They contain all that I could gather.

Q. 4.—It is an obvious error, I think, no doubt arising from oversight, that you have placed the Amalapuram Church Mission School among Native high schools. It should appear, I believe, among Christian ones?

A. 4.—I have corrected that mistake in the copy given in to-day.

Q. 5.—On going over the list which you refer to on pp. 28 to 33 of the last Report on Public Instruction, I find that your table omits a good many of the schools there given, *e.g.*, it omits from among Christian schools the Free Church Institution, Madras, the Cuddalore S. P. G. school, the High School department of the S. P. G. Colleges at Tanjore and Trichinopoly, and of St. Joseph's College, Negapatam, and also the High School departments of the Sawyerpuram Seminary and Tinnevelly C. M. S. College. It likewise omits from among Hindu institutions the High School departments of the Hindu College, Vizagapatam, Pacheappa's College, and the Tinnevelly Hindu College,—may I include these institutions on both sides?

A. 5.—I have taken only schools of the high and middle grades, omitting those attached to colleges.

Q. 6.—Your table further includes among Christian schools Bishop Corrie's Grammar School and St. Mary's Seminary and Orphanage, which being schools mainly for East Indians have not been affected by the special restrictions on grants. It makes no difference worth speaking of, but as accuracy is desirable on such matters, may I exclude these special schools?

A. 6.—They are schools of the standard I have compared.

Q. 7.—Counting in this way all the schools and those schools only which it seems to me fair to include on both sides, it appears from the table which I now show you, and which, though hurriedly drawn up, is, to the best of my belief, substantially correct, that Government contributes 22 per cent. of the expense of all Christian high schools and 21·7 per cent. of the expense of Native high schools: may I ask whether this seems to you tolerably fair?

Christian High Schools.

	Grant.	Expense.	Grant.	Expense.	
	R	*R*	*R*	*R*	
Vizagapatam			1,192	4,119	
Ellore			1,614	5,533	
Guntoor			885	4,897	
Bezwada			505	2,419	
Bellary			1,079	7,807	
Nellore			1,420	4,691	
W. M. Royapettah			1,297	7,708	
Church of Scotland			2,399	10,843	
Vepery			1,972	8,542	
St. Mary's Seminary			1,026	2,553	
Do. Orphanage			680	1,820	
London Mission			1,857	7,528	
Harris			1,080	6,269	
St. Thomé			1,003	4,089	
Bishop Corrie's			3,286	12,987	
Chingleput			613	2,923	
Conjeveram			727	3,260	
Trivellore			670	2,608	
Cuddalore, St. Joseph's			951	4,129	
Vellore			903	4,365	
Wesleyan Mission, Manargudi			1,809	6,187	
Tranquebar			624	3,996	
Negapatam Wesleyan Mission			994	3,319	
Poriyar			818	1,954	
Ramnad			2,305	4,610	
Palamcottah			663	3,517	
Coimbatore, London Mission			606	1,939	
Calicut, Basel Mission			776	3,369	
TOTAL			33,754	1,38,011	percentage borne by Govt., 24·5.
ADD.					
Amalapur C. M. S.			214	1,247	
Free Church Institution			1,800	19,845	
Cuddalore S. P. G.			431	1,722	
Trichinopoly S. P. G.			2,550	9,024	
Tanjore S. P. G.			3,497	6,724	
Negapatam, St. Joseph's			843	11,097	
Tinnevelly C. M. S.			1,314	4,329	
Sawyerpuram			447	6,068	
TOTAL			44,850	1,98,067	Do. do., 22·6.
SUBTRACT.					
Mary's Seminary	1,026	2,553			
Do. Orphanage	680	1,820			
Bishop Corrie's	3,286	12,987			
			4,992	17,360	
			39,858	1,80,707	Do. do., 22.

HINDU HIGH SCHOOLS.

	Grant.	Expense.	
	R	*R*	
Cocanada . .	2,038	7,743	
Nursapore . .	1,601	3,362	
Masulipatam . .	1,118	4,176	
Triplicane . .	516	4,845	
Nellore . .	1,196	3,828	
Conjeveram . .	1,328	3,613	
Chittambarum .	445	4,022	
Combaconum .	2,357	14,185	
Manargudi . .	695	4,896	
Palamcottah . .	861	2,737	
TOTAL .	12,155	53,407	per cent. of expense borne by Govt., 22·7
ADD.			
Vizagapatam Hindu College.	962	4,282	
Pacheappa's Institution.	1,862	12,948	
Tinnevelly . .	1,526	5,289	
GRAND TOTAL .	16,505	75,926	per cent. of expense borne by Govt., 21·7.

A. 7.—I am not prepared to answer until I can verify the figures and percentages.

Q. 8.—Will you say what you think of the matter on the supposition that the figures are correct?

A. 8.—I prefer not to answer.

Q. 9.—Even counting the schools exactly as stated in your table, Government contributes 24·5 per cent. of the entire expense of Christian high schools and 22·7 per cent. of the expense of Native high schools: may I ask whether this seems to you a serious inequality?

A. 9.—I am not prepared to answer, beyond stating that Native schools require greater encouragement.

Q. 10.—To me it seems that whatever method of counting schools be adopted, the proper inference from these facts is that the Educational Department has been singularly fair and impartial in applying the present rules as between Native and Christian high schools: may I ask whether you now share that inference?

A. 10.—No, I do not.

Q. 11.—To me it seems that the best practical inference from the facts is that both classes of schools, and both equally, are receiving too little aid from Government, and that both should ask for more liberal rules and a more liberal interpretation of them: may I ask whether you share that inference?

A. 11.—I am not in favour of wasting public money on teaching agency far superior to that required for conducting schools of the high school standard. It is because this has not been attended to that the difference has been occasioned.

Q. 12.—I find it mentioned in the Reports on Public Instruction you refer to, that the Free Church School at Conjeveram was opened in 1839 and Pacheappa's School in 1846, so that the strict application of the rule you refer to would necessitate the refusal of grants not to the former but to the latter: may I ask in what sense you say that Pacheappa's school was "the first in the field"?

A. 12.—It was first in the field with high school classes.

Q. 13.—I have not been able to go carefully over the Reports of Inspectors on the two schools at Conjeveram which you refer to: but I have observed some omissions in your quotations, *e.g*, the following words are omitted from Mr. Duncan's unfavourable report on the discipline of the Free Church schools in 1878-79: "such was not the case last year." May I ask why such omissions have been made?

A. 13.—It did not occur to me to put that in—in fact for the sake of brevity.

Q. 14.—May I ask when Pacheappa's Trustees applied for an increased grant for their college?

A. 14.—Last year; or perhaps the application went in early this year.

Q. 15.—May I ask whether you are aware that the Council of the Madras Christian College applied for the removal of the restrictions by which their grant of 18 per cent. of the expense was cut down to 13 per cent. so long ago as 3rd March 1879, and that it was only about three months ago that the restrictions complained of were removed?

A. 15.—I am not aware of the dates, but I am aware that such an application was made.

Q. 16.—May I ask whether you are aware that In 1878-79, when the reduction of grants was made, Pacheappa's Institution was receiving 47 per cent. of its entire expense from Government, and the Madras Christian College 19·8 per cent.: also that in 1880-81 the former institution was still receiving 16·5 per cent. and the latter only 13 per cent. of its expense, though it is universally admitted that an institution educating up to the B. A. standard must necessarily be less self-supporting than one that stops at a lower standard?

A. 16.—I was not aware of that; my impression was the figures were the other way.

Q. 17.—Are you aware that even the increased grant recently received will not cover so much as 30 per cent. of the expenses of the college department of the Christian College, and that for its school department it is now reciving no aid whatever?

A. 17.—I am not aware.

Q. 18.—May I ask whether you are aware that in all their repeated appeals against the policy of the late Director, the Council of the Christian College regarded themselves as fighting the battle of all aided education, that of Pacheappa's College no less than of their own; and that next to securing fair play for their own institution nothing will give them so much pleasure as to help in securing the most liberal legitimate aid for all Native effort, and most of all for Pacheappa's College as its most distinguished and most honourable example?

A. 18.—I am *not* aware of it.

Q. 19.—With reference to the paper you have just put in in reply to Mr. Fowler's question 13, may I ask whether the Matriculation examination in the year 1878-79 was of unprecedented severity, so that only 330 pupils passed in all, instead of immensely larger numbers (although being taken unawares I cannot give you the exact numbers) in the year both before and after?

A. 19.—It was a year of great severity, but the number passed from the Christian College was low when compared with other schools.

Q. 20.—May I ask whether you regard the falling off from 13 to 11 in the B. A. Examination as requiring any very elaborate explanation ?

A. 20.—It requires explanation if you look at particulars. The figure for the year in question was 11, *all* in the third class.

Q. 21.—May I ask whether you are aware that in the B. A. Examination of the year 1877-78 there was a very widespread failure in certain subjects ?

A. 21.—Even supposing there were failures, the result was not good either absolutely or relatively.

Q. 22.—May I ask why, in pointing out the results of the Christian College for 1878-79, you omit to mention the results of the F.A. Examination ?

A. 22.—I took the Entrance and Degree Examinations as indicating the work done in two distinct departments.

Q. 23.—Has the omission anything to do with the fact that the F.A. results of the college for that year were peculiarly brilliant ?

A. 23.—I was not aware of that.

Evidence of A. J. PAULIE, *Esq.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I was for several years in charge of the Catholic school at Vizagapatam, now known as St. Aloysius' School. I have always taken great interest in educational matters, occasionally visiting and examining institutions in the Vizagapatam district. As Agent or Manager to zemindars over fourteen years, I have some experience of the educational wants in rural parts of the same district.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community ? Can you suggest any improvements in the system of administration or in the course of instruction ?

Ans. 2.—In this district the Government support a few village schools; but these, I believe, are not sufficiently attractive or numerous.

The Readers should bear chiefly on practical agriculture and on the useful arts and trades, and also be enlivened with interesting moral tales.

Regular distribution of small but useful prizes, and occasional visits from the Collector or his Assistants, as President or Vice-Presidents of the Local Fund Board, evincing an interest in the schools, would, in my opinion, stimulate diligence and regular attendance.

There should be an elementary school in every large village: all such village schools, except those that shall be managed by voluntary agency on the principle of religious neutrality, may, in my opinion, be entrusted with advantage to the Local Funds Boards, remaining under the inspection of Government Educational officers.

The Government may invite and encourage zemindars and proprietors to support, with or without their aid, as many schools as possible, especially in proprietary estates. The question of fees should, I think, be left entirely to the Managers or Inspectors, who would use their discretion in fixing fees, if any, or altering them according to circumstances in each village. There should be sufficient scholarships to enable diligent and deserving boys to prosecute their studies in the nearest middle or high school.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only ? Do any classes specially hold aloof from it; and if so, why ? Are any classes practically excluded from it; and if so, from what causes ? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society ?

Ans. 3.—Primary education is sought for in the district by the people in general. *Kshatryas* and *Yelamas*, however, often object, I believe, to sending their children to school with those whose parents are supposed to be, if not actually, earning a livelihood by some menial office. The children of out-castes, the *Mala*, *Ahuchidi*, and *Madiga*, are practically excluded by the prejudices existing against them. The influential classes, with few honourable exceptions, are either indifferent or opposed to the extension of elementary education to the lower classes.

Ques. 4.—To what extent do indigenous schools exist in your province ? How far are they a relic of an ancient village system ? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue ? What fees are taken from the scholars ? From what classes are the masters of such schools generally selected, and what are their qualifications ? Have any arrangements been made for training or providing masters in such schools ? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose ? Are the masters willing to accept State aid and to conform to the rules under which such aid is given ? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended ?

Ans. 4.—Indigenous schools exist in the district to a moderate extent. I do not see their relation to any ancient village system. Reading and writing are taught by setting the boys first to write with the finger on some sand the alphabet and syllables, and later to read from slips of palmyra leaf containing blank verses of some ancient Sanscrit author, copied occasionally by the master with an iron style—the verses to be committed to memory as the pupil learns to read them; and to practise writing on black paste boards with reed and ink. Arithmetic is taught by making the pupils ropeat aloud from memory the extended addition and multiplication tables; working sums in the simple and compound rules, and problems in the Rule of Three generally given in Sanskrit verse. There is no discipline, the greater the noise made in the pupils reciting their lessons and the master threatening them, the better is the school thought of.

The fees perhaps average generally two or three annas a head per mensem, by the master's collections on holidays and festivals and by the presents he receives at the different stages of the pupil's progress.

I am not aware of any arrangements for training or providing masters in such schools. If a

new system of annual grants were inaugurated, in addition to the benefit under the result system, these schools would, in my opinion, turn to good account. Under such new system, the master might be made to submit to periodical examinations gradually rising in standard (the first being necessarily very simple) and including a knowledge of method and discipline, for obtaining certificates to qualify for the several grades of the grant. Text-books in the vernacular for the purpose would first have to be got up.

The masters would certainly be glad to accept State grant, if bestowed under certain practical conditions. I am not aware of the grant-in-aid system being extended in the district to indigenous schools.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school.

Ans. 5.—My experience is that home instruction under a kind and competent teacher is invaluable; and especially so during the early years. The patient and kind explanations of a special tutor renders the instruction more attractive and retentive; and in my opinion counterbalances to a great extent the want of emulating cause and of the advantage in minds rubbing against each other in school. The home-taught boy may feel himself at a disadvantage in competing at a public examination with a school boy; but should the former hold his own, he is decidedly the superior of the two, ordinary school discipline being more favourable to cram than the leisurely teaching of a special tutor.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Independently of zemindars and landed proprietors already mentioned in (2), the Government, I think, can count to a certain extent upon Catholic Bishops, who if aided by Government would extend their efforts in promoting education, both elementary and higher, for both boys and girls, without making religious instruction compulsory.

The pecuniary means at their disposal must indeed be slender, but the agencies they command of good trained men and women devoted to education and living in religious communities which comparatively cost little would enable them to maintain schools efficiently with only a moderate grant from the Government. Such grant would, I think, be accepted under certain rules, as a subsidy for the support of their schools, and not as salary to individuals who do not work for salary and who could not well be expected to take out certificates in this country.

The efficiency of these schools might be tested by the annual results at the Inspectors' and University Examinations; but the fact of the teachers or head masters or mistresses being educated and trained in schools or colleges in Europe or under special European tutors, must be a sufficient guarantee. Government could also promote primary education by enabling these prelates to extend or open orphanage schools, which, besides educating a large number of destitute children, who but for the orphanage would be waifs in the streets without any education and grow up pests to society and State, are also open to day pupils of all persuasions, religion being quite an optional subject in the curriculum.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—I have already said that funds assigned for primary education can well be administered by Local Funds' Boards having the District Collectors or their assistants at the head, and if possible the Inspectors of Schools and the Range officers as members. Their control, I think, might be unlimited, appeal from their decisions lying to the Director of Public Instruction.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—Only elementary schools, if any, should be supported and managed by Municipal Committees. The District Collectors being *ex-officio* the Presidents of these Committees, a failure in making sufficient provision for elementary education need not, I think, be apprehended; the several wants forming the charges upon Municipal funds may exist in different districts and vary at different times; therefore the discretion and influence of the President, who will naturally endeavour to carry out always the wishes of the Government, must, I think, be the only security.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—The system in force is good; but the services of competent men of good moral character, who without the opportunities of taking out certificates are experienced teachers, should, in my opinion, be availed of even in preference to those whose only qualification is that of having passed some public test. The competency of such non-certificated teachers can be easily ascertained by the Inspector at a private examination. The present social status of village schoolmasters is anomalous, as they are generally inexperienced young men from school; but a great thing to my mind is to prevent teachers from making teaching a kind of makeshift until they could find some other Government employment. Government might succeed to do this, by setting a premium on a certain length of consecutive service as a teacher; also by showing a preference to those of the Educational Department in filling vacancies of lucrative posts or sinecures.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—I have already mentioned reading lessons bearing on agriculture and the useful arts and trades: I may add letter-writing and practical arithmetic. The public examination for teachers'

certificates and the private examinations by Inspectors of Schools to test the qualifications of experienced non-certificated teachers might include ability to teach these subjects.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular of the school-books in my district is not quite the common dialect of the people; this must be a drawback.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The result system is not sufficient.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—The question of fees should, I think, be left entirely to the discretion of the Managers of schools or Inspectors of schools in each case.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—I have answered this already.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I am not aware of any instance of the kind; the reason I suppose is that it has hitherto been inopportune or impracticable.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—The Government could probably induce rajas and zemindars to subscribe to institutions of the higher order, and in a few cases to endow them; but I am not aware of any instance in which a Government institution of the higher order might be closed or transferred at once to private bodies without injury to education.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—In my district, I think the Maharaja of Vizianagram, Raja Gajapati Rao, Mr. G. L. Narsinga Row, and other zemindars, could and would come forward in the establishment of schools upon the grant-in-aid system in their estates.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—I do not know any other measure than stimulating the rajas, zemindars, and proprietors to subscribe or to endow.

Ques. 19.—Have you any remarks to offer. on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

Ans. 19.—I think the grant should not be refused simply on the ground of the teachers in a school not having passed any public examination. There are several experienced teachers of varied accomplishments, whose age or avocation would in a great measure debar them from public examinations, but whose attainments can be easily tested by the Inspector: the services of such masters should not be lost to the grant-in-aid system.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i. e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—I do not see how the whole educational system can be administered with greater practical neutrality otherwise than it is at present, except perhaps in the choice of teachers and books. In order to maintain strict religious neutrality amongst people who one and all desire that education should only confirm and not disturb their children's belief in God and in virtue, none but God-fearing men should be appointed as teachers; no books or teaching of a sectarian, doubtful, or anti-religious character should be admitted. Only such text-books should be appointed of which every passage can be paraphrased without any reserve, or dwelt upon without offending any class such as Catholics or Ecclesiastics.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—Principally the poorer classes. As it happens that the scale of fees is adapted to the poorer classes, and the wealthy pay no more, the latter do not pay enough.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—I cannot.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—It is quite possible under a devoted set of teachers or under a lower scale of fees.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—In my district, I do not think there is any unhealthy competition.

Ques. 25.—Do educated natives in your province readily find remunerative employment?

Ans. 25.—Not readily.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—I do not think it is.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of

the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I do think there is truth in this statement, and that the value of education for the requirements of ordinary life is thereby impaired.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things and what remedies would you suggest?

Ans. 28.—There is no doubt the number of such pupils is unduly large. The cause I conceive is an inordinate desire of the Hindus for Government employments, to which a University certificate is a passport. The remedy, in my opinion, would lie in endeavours to divert their attention to agriculture and the useful arts: the opening of industrial schools, the granting of scholarships to induce deserving young men to go out to Europe or America as apprentices to import the knowledge of some of the useful trades not practised in this country; the preferring of men holding certificates in agriculture when filling up vacancies in the Revenue Department, would to my mind be steps in the right direction.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—I have scarcely heard of Government scholarships in the Vizagapatam district. I remember a few private individuals have been giving scholarships—not under one system.

The Catholic Mission at Vizagapatam virtually grants several scholarships, inasmuch as some forty or fifty boys and girls of parents in limited or reduced circumstances (in addition to a large number of orphans) are fed, clad, and educated at the expense of the Mission, only a few parents contributing what little they can: these pupils, owing to the peculiar home education they receive under devoted men and women living under the same roof with them, are calculated to be models of diligence at school, exciting emulation and making up in a measure for some drawbacks there may be in the home education of the day scholars. The present system of Government scholarships does not help in such case.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Not that I am aware of.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—Normal schools certainly offer great advantage and maintain uniformity of teaching. But in my opinion the University curriculum affords sufficient training to lads possessing some natural aptitude for teaching; and candidates can be easily tested in "Method and Discipline" by the Inspectors of Schools.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—I cannot.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—The text-books, I think, are not altogether suitable, as already stated.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—It would have a detrimental effect on the spread of education. It is only gradually and by the exertions of the local authorities that a spirit of self-reliance can grow.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—From all accounts it does not. Men of good moral conduct, believing in the common basis of all religions, should alone be appointed as teachers. Books dangerous to morality or opposed to common ethics should not be admitted; whilst those of opposite tendencies should be encouraged.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—None worth speaking of. Boys are generally kept in school six hours every day for five days in the week, and nearly the whole time is occupied in taking their lessons, which are supposed to be prepared or learnt at home. Under this system a great portion of the time, if not the whole, which ought to be spent in physical exercise or manly games, which the masters should encourage, is necessarily devoted to study; and often Hindu boys sit up a good part of the night in the task of committing to memory pages of history or even paraphrases taken down word for word from the teacher. I should allow some time out of the six hours for quiet study in school, and discourage, as far as possible, the slavishly committing to memory matter intended for the understanding.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted: and if so, what is its character?

Ans. 41.—The Maharaja of Vizianagram supports a caste girl's school in Vizianagram under the tuition of the Sisters of St. Joseph; and the Goday family (at present Mr. G. L. Narsinga Row) with the Sisters of St. Joseph, who give their services as teachers gratis, have been maintaining a caste girl's school in Vizagapatam, the first of its kind in the Presidency for several years. Both schools impart elementary and middle class education in English and Telugu and in needle and fancy work.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—I am not aware of the Department having opened any schools in the Vizagapatam District.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—I am altogether opposed to mixed schools; the disadvantages are greater in this country.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—Several girls qualify for teachers in the ordinary schools and obtain certificates; but my remarks respecting teachers for boys are equally applicable to teachers for girls.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—The Sisters of St. Joseph, who are nearly all European ladies, have several schools in the district for girls of all classes. European ladies generally might promote female education by frequent visits, by granting prizes and scholarships.

Ques. 48.—Is any part of the expenditure incurred by the Government on High education in your province unnecessary?

Ans. 48.— No; not to my mind.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—Not in my district.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works?

Ans. 51.—Not to any extent worth speaking of.

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 52.—Not in my district.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—No, not in individual cases; but, as I have already said, the scale of fees should be left entirely to the discretion of Managers or Inspectors of Schools.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—No.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—Chiefly to institutions maintained by individuals, who without having certificated teachers, are able to show fair results. The chief condition, in my opinion, is that these institutions show fair results at the annual examinations held by the Inspectors, to be entitled to grants each year.

Ques. 56.—To what classes of institutions do you think that the system of assigning grants-in-aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—To such institutions in which all the teachers are certificated or declared competent by the Inspectors.

The result at the Inspector's examination of each class or division should, I think, be made to influence in some way the grant-in-aid of the salary to the teacher of such class or division.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—I should say one-third of the gross expense.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—I think not many more than thirty in a college and twenty in a school.

Ques. 59.—In your opinion should fees in colleges be paid by the term, or by the month?

Ans. 59.—By the month.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—No.

Ques. 61.—Do you think that the institution of University professorships would have an important effect in improving the quality of high education?

Ans. 61.—I think it would.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—It does not seem desirable to me.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—I think the teachers of the principal schools have come to some private understanding about this. No boy should be admitted into an institution after being in another, without a note from the head master of the latter, to show that the boy was never expelled and in what division he was last reading.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—I do think it desirable; and perhaps very much under the existing conditions.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—As far as due idiomatic and orthoepical teaching of English and discipline generally are concerned, the Principal at least should, I think, be a European or Eurasian.

Ques. 66.—Are European professors employed or likely to be employed in colleges under native management?

Ans. 66.—European or Eurasian professors are likely to be employed, but only as *Principals*. The head master of the Vizagapatam Hindu College has been almost always a European or rather Eurasian.

Ques. 67.—Are the circumstances of any class of the population in your province (*e. g.*, the Muhammadans) such as to require exceptional

treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—No; I do not think any class in my district requires exceptional treatment.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—I do not see how Government would at all be justified, if religious teaching in the only alternative institution was forced on all denominations.

Ques. 69.—Can schools and colleges under native management compete successfully with corresponding institutions under European management?

Ans. 69.—Certainly not everywhere.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—Perhaps not more in my district than in any other; but I think the conditions can be made more liberal to avail all institutions.

Evidence of THE REV. B. GRÆTER, *Basel Mission, Mangalore.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been in India since 1863, taking charge of an anglo-vernacular school in Palghat (Malabar) in 1863, and of the Theological School for Catechists in Mangalore, Canara, in 1867 (uniting pupils from Canara, Malabar, South Mahratta, &c.). Mrs. Græter had charge since 1867 of a school for Brahmin girls, of which I had the general representation before Government, the mission, and the public. Since 1868 I have had more or less the general (but not special) supervision of all the schools of our mission in Canara, Malabar, Nilgherries, South Mahratta and Coorg. Much intercourse with young educated Hindus, journeys in the several districts, and special consultations about the subject of this paper with those of our Missionaries who have most experience in educational matters, form other items of information.

One of them (the Rev. Fr. Muller in Kaity, Nilgherries) has presented a separate paper on education in the Nilgherries, which I beg to enclose.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration, or in the course of instruction?

Ans. 2.—In Canara primary education is much less than in Malabar, and has been so from olden times. Indigenous schools are fewer, and exercise much less influence than in Malabar, only Brahmans and Bants attending them, whilst in Malabar the lower shudra castes (fishermen and toddy-drawers) used formerly to attend indigenous schools and latterly primary and higher schools after the Government system, so that a general knowledge of reading and writing is much more spread in Malabar than in Canara.

Even up to this date education, even primary, is very much limited to the higher classes of Christians in Canara, whilst in Malabar the toddy-drawers have risen very much in education, and consequently in social status.

It is a fact that now and then the higher classes protest against boys of lower classes (toddy-drawers, &c.,) attending the same school with them, so as to exclude them virtually from education. Although knowing only of some few clear cases of this kind (of which I can add one, two, or three well-authenticated facts), the typical character of these cases, and the virtual condition of education in the districts, leads me to believe that the exclusion of lower castes is pretty general in the district, whilst in Mangalore itself it has been successfully overcome, as our mission, which then had the monopoly of education in Mangalore, made a bold stand in this matter some thirty years ago, so that all castes have free access to most of the schools.

It seems to me that this drawback could and ought to be removed, but that this could be done only by energetic and persevering efforts of the officials, but that Native officials would not be likely to develop energy enough for this purpose.

It is not likely that all classes down to the lowest can be drawn under the influence of education, and it seems chimerical, before great social changes have taken place, to aim at general education in the full sense of the word. A very great part of the population being without the means of proper livelihood, owing to the land-tenure in vogue, it is not to be hoped, nor even earnestly to be desired, that all of them should send their children to school. A close investigation into the manner in which the enforced attendance of all Christian children at school works in our mission, seems to bear out this opinion. Another apparent objection against general education is now and then taken from the fact that education, even of a lower degree, produces a contempt for manual labour which now already injures society, and which, if becoming general, would annihilate it. But it can reasonably be expected that a more general spread of education would in itself cause the cure of this weakness, so as to make it even less than it is now.

But, after admitting the limitation mentioned above, it must still be said that there is much room and great necessity for extending education, and the way to bring it about would appear to be (1) the opening of a sufficient number of schools; which, however, may be said to have very nearly been reached now; (2) removing the obstacles which prevent low caste children from attending these schools; (3) simple carrying on persistently the existing schools in this way, and increasing their number where the old ones are crowded, seems, under the present conditions, likely steadily to increase the number of boys; (4) liberality in grants in places where particular difficulties are to be overcome and in all places where education is not yet valued, so as to encourage men able to teach to take up the matter on speculation (although this will necessitate a future re-organisation of the schools begun in this way, yet the breaking of the ground, creating a demand after education, is very valuable); (5) the turning of the Inspector's attention to the desirability of more and more

reaching the masses, rather than carry the education higher and higher, as also impressing the native officials down to the Patels with the necessity of increasing the extent of education.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—There has been from olden times a system of teaching in schools, but at all times much more in Malabar than in Canara, without however wanting in this district. This system of indigenous schools is generally dying out under the influences of the schools exclusively patronised by Government. Although we could not desire to see indigenous system as the only prevailing one, as it most certainly limits education within narrow boundaries, yet it cannot be denied that it had several advantages which had been lost under the new system. The knowledge and the pleasure in the vernaculars, especially in poetry and grammar, has gone down very much within the last thirty years, skill in writing (hand-writing, writing on the knee in the open hand, writing on palm-leaves, &c.) is less than it was formerly, which is partly the consequence of introducing benches and forms, partly of abolishing sand-writing (which is an excellent means of introducing skill in hand-writing), partly of too quick hurrying on to higher branches of learning. The respect of pupils towards teachers, social influence of teachers, moral training, has diminished with the disappearing of the old schools when the teacher was called Guru, had perfect sway over his pupils (who was his shishya), and kept it up for the whole life-time. The result of the old system of education was not indeed as spurious, nor as comprehensive, as that of the present one; yet those who under it had gone on to the higher standards belonging to this system, impress one as men of education of a solid kind, even if labouring under many prejudices and errors; and fair knowledge of reading and writing spread through a large party of society has sprung out of it.

Now this system has disappeared to a large extent, but we cannot but regret that with its deficiencies which have been replaced by a better method several good sides of the system have also been swept away without any thing better, or even equally good, coming in its place. But even now you can find many of these schools, especially in Malabar. Now and then they apply for grant-in-aid, in which case they will employ a young man out of work to drill the boys for a few months, so as to present them for examination.

Where such schools still exist, it would be worth the while to make efforts to keep them alive, by making grants accessible to them without depriving them of their characteristic qualities. Some efforts might be made to cut off the most glaring deficiencies, but not in a narrow-minded spirit of equalising and forming into the ruts of English method.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—A great drawback in the present staff of elementary teachers is, that they are neither rooted in the population nor in their work. The old schoolmaster of indigenous schools was of a different stamp, he was the Guru of the boys, who looked up to him with a great veneration, and remained his disciples (shishya) for their whole lives; corresponding to this was his position in the village, where he would be of great influence; and he was not likely ever to change his profession for any other means of livelihood.

The modern schoolmaster has frequently not much influence in the village, and does not by far enjoy the same respect from his pupils. He also does not consider himself wedded to his calling as schoolmaster, but frequently uses it only as a stepping-stone to some other way of livelihood. What is wanted is the "profession" of schoolmasters, so that the work is taken up for life; the schoolmaster feels as member of a body and has his social status in the village.

To bring this about and cure the defects of the modern method will not be easy with a system that has not grown out of the population, but has been imported from abroad. But some means to work towards it would be—

1. Selection of schoolmasters with a view to these wants, rejecting those that are not able to win the respect of the population, seeking for each village a man that is likely to win a hold there, preferring those that are likely to dedicate their lives to teaching.

2. The training to be more special, calling forth love to teaching, offering less qualifications for other work, being limited in extent to middle-class education, the subjects of which must, however, be grasped much more firmly than is the case usually and coupled with skill in teaching. It is an error to suppose that education and skill necessarily increase with the height of the standard reached. Not unfrequently the man of the lower examination has a mind more nicely trained, an intelligence better developed, and a skill more fully called forth than the man of the higher examination. And it is this lower, but thorough, kind of training that is wanted for schoolmasters, and that will have the tendency to keep them steady to their calling.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—The dialect taught in the schools (Canarese) is not the dialect of the great majority of the population, Tulu and Konkany, but schools in these latter dialects would not be popular; only it would seem fair to take the circumstance into account in fixing the height of the several standards and the amount of grants. The Basel mission, which on educational principles does not entirely ignore Tulu in its primary schools is on that account a loser, as far as grants are concerned.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of

primary schools can be increased; and, secondly, how they can be gradually rendered more efficient?

Ques. 52.—Is there any tendency to raise primary into secondary schools unnecessarily or prematurely? Should measures be taken to check such a tendency? If so, what measures?

Ans. 14 & 52.—The same principle of low but thorough is the only right one for elementary training of the masses. It is a sheer impossibility to educate the masses of any country to a higher level of science. Nor should elementary education mean merely the rudimentary standard of high education. It must be a system of its own, comprising reading, writing, arithmetic, and the outlines of geography (if religion is wanting, this education, as well as any other, will indeed be only *a torso*; but this cannot be helped.)

The elementary lessons must be taught in such a manner as to occupy a number of years, say four to eight, the hours of attendance being limited, so as to let the boys free for the requirements of common life, as it is not at all desirable that primary education should wean the pupils from a taste and experience of the common pursuits of the classes to which they belong. This point, of uniting school-work and house-work, ought perhaps to have been dwelt upon more strongly in this paper, as it seems not to be understood generally and is yet essential for any plan of national education. This is what in Germany is understood by elementary education of the masses; this does not mean a "smattering" of sciences, but a thorough mastering of the elementary part of education.

There is most certainly an undue tendency to raise primary schools into secondary ones, especially by introducing English. Partly this tendency is grounded in the pupils and their parents who have no idea of the advantage of elementary training. Partly it is grounded in the system introduced in India. As far as the former cause is concerned it is very difficult to check it. Yet much might be done if all the inspectors and teachers were pervaded with a deep sense of the importance of that kind of elementary education which alone is able to permeate the masses, and would speak and act accordingly. To imbue them with this spirit would, therefore, be the most essential means. If teachers do not aim at and the Inspector encourage a raising of the standard, it is not likely to take place so frequently. A greater appreciation of vernacular training to the exclusion of English will be a very great help in checking the unsolid tendency of raising the standard.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I know of no cases in which Government institutions, higher or lower, have been given over to private bodies. But I frequently saw the desire of Inspectors of Schools to bring independent schools under their sway at times evinced so strongly that our mission now and then hesitated to apply for grants, in order not to bring the school in contact with the Inspector, and thus endanger its remaining in our hands. So I cannot but believe § 62 of the despatch of 1854 to be a dead letter, and the leading maxims of the department to be essentially different from it. And if I cannot adduce very clear cases in which a change of system could be inaugurated at this moment with success, this is partly the consequence of the long operating of the present system (opposed to the despatch of 1854); the development of education in the presidency would have been very different if the principles of the despatch had always been the ruling ones.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 16, 17, 18.—The Government College in Calicut has for years been in competition with another college which was not inferior to it, and which just as well might have done duty for it. The High School in Tellicherry had the wind taken out of its sails by a corresponding school of our mission, which just as well might have taken the field for itself. (Our mission would not have kept up the competition so persistently if it had not from olden times, long before Government, been in possession of the education in Tellicherry, and if it had not considered it necessary to make a decided stand against the attacks of the Government Inspector, who endeavoured to cripple our school by withdrawing the grant from the higher classes.) In Mangalore it would not, indeed, be possible to give over the college to any other private body, as about 20 years ago, when Government began its powerful competition by opening a school, the Basel mission withdrew from the ground it had broken up and kept for many years, and therefore could not go on raising the standard. But even now the two lower classes of the Government school might be cut off without the least injury. And the consequence would be most likely that one or two, or three, of the rival schools, which now have some difficulty in carrying on their higher classes (up to Upper Fourth) would, by the fresh influx of pupils, become strong enough to enable them in future years to take over still more classes from the Government school.

In many other cases this latter might be the proper plan for replacing Government schools by private ones, *viz.*—First abolishing the lower classes for which provision will, in most cases, be easily made by private schools; then, waiting till these have become firmly established, and, as soon as this point is reached, abolish the next higher classes, and so on. Whilst the cases seem to be rare in which higher schools could be made over at once to private bodies, the method pointed out would be likely in many cases to furnish the desired result (if desired it be, which does not appear to have been the case till now).

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the

details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 19 & 33.—Very great objections against the system of grant-in-aid now in force cannot justly be raised; but there are some objections to be made against several points of detail. (*a*) An independent method of teaching is entirely incompatible with the claiming of grants; only by following, not merely the prescribed rules and methods, but also (which goes much beyond the "rules") the opinions and principles of the Inspector, and the school-books which he prescribes, can the whole amount of grant, as intended by the Government for the school, be obtained; any deviation from this will diminish the grant-in-aid; and it has happened more than once that a man whose educational knowledge and skill were decidedly superior to those of the Inspector, had to submit to the Inspector's view on education; historically speaking, chiefly in points of minor importance, as methods in arithmetic, geometry, in teaching the alphabet, &c., because in more weighty points the grant has frequently been rejected rather than submit. It might be suggested that this can take place only in those rare cases in which intelligent men from different spheres of civilisation take part in the education of India; but their number is not so very small, and theoretically it is not praiseworthy if they are bribed into submission; and what may be more important still, the present method is calculated to nip in the bud any independence of thought and originality of method; and, besides this, we have seen that indigenous schools have nearly been swept away by this levelling process.

It really occurs that schoolmasters teach the alphabet by one reading book whose method they have learnt to appreciate, and having mastered it, take to the reading book edited by the Government Inspector to make sure of their grant. Similar things occur in arithmetic and in geometry; first set of instruction for the benefit of the pupils; second set, for the benefit of the Inspector and the funds of the school. Other schools lose their grants entirely, because out of principle they will not bow to the rules prescribed. There is a middle school of our mission in Udapy, which was highly lauded by Mr. Bradshaw, Acting Inspector of Schools, and the method of which overcomes many of the dangers pointed out in the preceding paragraphs, but it does not fall within the lines laid down in the rules, and therefore cannot receive any grant. If our mission one day should be in want of funds, we might perhaps recast this school so as to receive grant; and there would be one obstacle removed in the general level of the Government method; but, as long as we can afford, we shall rather miss the grant than our method (the method being in this case chiefly to teach history, mathematics, &c., by the medium of the vernacular, instead of English). It might also be mentioned that the solid and invaluable training of the mind and intellect which springs from an intelligent instruction in the Bible is in no way acknowledged as education, but we will waive this question.

(*b*) Endeavours also have been made to force schools applying for grants under the result system to employ certified teachers, whilst we frequently find uncertified teachers prove efficient. In one case this effort of the Inspector was refuted by the Collector, but even in schools examined by the Result system, an interference of the Government Inspector takes place frequently apart of the examination; and altogether there is a tendency to treat schools receiving grant as schools under the management of the Government Inspector. Some of the rules are unnecessarily troublesome, now and then being almost worthy of the name vexatious; especially the manner in which attendance must be proved. Cases have latterly come to my knowledge of the examination in a girls' school where attendance always is the weakest point of the whole. The Director of Public Instruction had advised the Inspectors duly to take into account the circumstance that the examination was held much earlier than expected; this latter circumstance diminished the number of presentable girls very strongly; of the few that were presented and passed, two were afterwards struck off the list because they were presented, the one for a standard higher, and the other for a standard lower, than that which they now passed, although in both cases the change had been made on reasons of sound principle, and the girls had been present the prescribed number of days. The former girl was (after I had written this paper) admitted, so that the personal complaint falls away, but the principle is shown nevertheless. The rule that attendance must be shown of six months fifteen days each, deprives the schools, specially those for girls, of many a rupee of the much-wanted grant.

(*c*) The number of returns demanded, and changing very frequently, is now and then very troublesome, and in some cases makes it questionable whether the grant received is worth the trouble and vexation, and yet it would appear that the ends in view are not secured by all these returns, as it seems, if we may believe the current rumours, that much cheating is going on in connection with the grant-in-aid.

To remedy these defects the first thing would be to enforce those of the existing rules which lay down liberal principles, *viz.*, that the Inspector must examine from any book of the prescribed standard, even if it be not introduced in Government schools, or edited by the Inspector. In schools examined by the result system the Inspector has not to inquire whether the teacher is certified or not, and has not to interfere with the general management of the school, neither ought he to have liberty to enforce a certain method in teaching the prescribed standard; if the required standard of knowledge is proved, the grant must be given; this corresponds to the rules laid down by Government; but it ought to be adhered to much more strictly. But more than this could be done; the number of returns required should be made less, if only it remains clear that the knowledge shown forth in the examination has really been acquired in the school claiming grant for it. Paragraph 59, Grant-in-Aid Code, III, 6 should be changed, as it gives the Inspector the fullest liberty of asking any amount of returns and statements at any time he chooses. Changes in the prescribed form of returns should be made as rarely as possible. Provision should be made to test the results of schools which are not carried on exactly after the prescribed method, and to support the schools according to their intrinsic value, even where this does not present itself in the form of the dominant method. The Inspectors should be directed not to suppress, but to encourage originality and inde-

pendence, limiting their interference to cases of real inability and perverse principles.

To foster a sound elementary teaching the standard should, for elementary schools, be made much lower. We commonly take two years for one standard in our elementary schools.

But, we repeat, the meaning is not to discredit the grant-in-aid system, but only to point out some deficiencies, whilst the system as a whole can be said to work well.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—The middle school of our mission in Mangalore for a short period paid all its expenses (excluding the supervising Missionary) from fees.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—In the case of direct competition with Government schools the odds are very much against the private schools, chiefly on account of the "prestige" of the "Sarkar," which is so very great in India. Nevertheless, it is not impossible for the private school to get the better of the Government school, but only by realising clearly better results, and in consequence of the appreciation by the public of the personal interest of the superintendent in his pupils. But most probably Government competition will always endanger the stability of the private school.

Ques. 25.—Do educated natives in your province readily find remunerative employment?

Ans. 25.—A great many Natives who have passed the University Examination find it very difficult to find appointments suiting their tastes, and are frequently out of employ.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—There can be no doubt that the attention of teachers and pupils is directed exclusively to the Entrance Examination (or other examinations), and not to the requirements of life, development of intellect and improved tastes, and manners of thoughts. These latter attributes are acquired only accidentally and therefore much less than might be expected, so that for practical purposes of business, self-made men, or youths trained independently of the Government educational system, prove much more valuable. (This also makes it appear intolerable that only schools with passed teachers should be admitted to grant-in-aid, whilst unpassed teachers are frequently much more efficient; compare answer 19.) In our mission this drawback is avoided by the personal influence of the Superintendent, by a system of examination adapted to our views, not depending on certain books read by the student, but on the grasp he generally has on the subject, by making examination only one of the items of testing the man, and by contenting ourselves with a lesser amount of grant, letting it slip when it does not coincide with our principles.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—Several good text-books in Malayalum and Canarese have been set out of use by books composed by the Government Inspector, although many think the old books better.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—The greater part of this question has been answered in the last paragraph. It remains to be said that the system of teaching mathematics, history, and geography through the medium of the English, makes a development of vernacular literature almost impossible. There are Canarese and Malayalum books on geography, geometry, history, for which scarcely anybody cares, because these sciences are always taught in English. In geometry we are bound down to Euclid, which from an educational stand-point we reject.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 39 & 60.—It is my honest belief, and experience seems to bear it out, that a sound moral training without a religious basis cannot be given. It is a fact pretty well acknowledged and complained of by Hindus that education at the Government schools without religion has an injurious effect. "Religious neutrality" in the strict sense of the word is an impossibility. (It has been remarked by a friend of mine: "Religious neutrality demands that the English Government should withdraw from India, as Mahomedan religion claims the dominion for Mahomedan rulers, and the Hindu religion for Brahmins, so that a Christian and flesh-eating Government strongly offends their religious principles.") As a matter of fact, the operation of Government education is not neutral, but destroys the existing religion, leaving a dreary void in its stead. A destruction of moral principles now and then goes hand-in-hand with the destroying of religion. That spirit of dissatisfaction which is so generally perceived among educated Hindus is not a necessary consequence of education, but specially of education without religion. Politeness, obedience, respect towards superiors are much less in Government schools than they were formerly in the indigenous schools, "We are educating Nana Sahebs" is a phrase I frequently heard from a gentleman working in a Government school. Non-Christian Natives have now and then complained of the consequence of education without religion, and have appreciated phrases about God and piety occurring in school-books. The position of Government seems to me to be extremely difficult in this respect; and I do not think that practica proposals for a *bonâ-fide* remedy can be given. The matter must be carried on pretty much as it has been done hitherto.

But reflections of this kind might suggest the principle to Government to withdraw as much as

possible from direct management of education, seeing that they are debarred from giving religious instruction, leaving education as much as possible in the hands of private bodies, which are enabled to follow out their religious principles, whether Christian, Hindu, or Mahomedan, because any religion, even a wrong one, is better than none. But especially does this assertion meet the case of girls' schools, because we shudder when we think of the females of India growing up to the same freedom from "prejudices" of their Hindu brothers and aping the customs of their English sisters, having neither the counter-weight of religion nor the strong influence of powerful habits and public principles which in England are the outgrowth of a Christian development of many centuries. The experiment has not yet been tried of detaching European civilisation, which is the fruit of national Christianity, but vitiated with human passions from its root and stem, and engrafting it on a nation which has only the latter part, the human passions, without the elevating and balancing influence of public Christianity. I fear when the experiment is carried out in any country the consequences will be terrible.

But now, in the meantime, what is to be done to palliate the evil consequences of the system forced on Government?

(*a*) Let the books be thoroughly purged of all immoral subjects. Such are to be found in the Canarese book prescribed for this year's Entrance examination, and now and then in other class-books of vernacular poetry.

(*b*) Let the exclusion of all reference to Christianity be not carried so far as to produce the impression that the English are ashamed of their own religion.

(*c*) Allow Christian pupils to learn Christian poetry instead of Hindu poetry, as all vernacular poetry is more or less of a religious kind, and Christians are at a great disadvantage in being forced to learn both the poetry of their religion and that of other.

(*d*) Allow studies of a religious kind, be they Hindu or Christian, to pass as knowledge, giving it a place as optional subjects in the different examinations. The Calcutta University has prescribed several Christian books for the examination of 1884. Let that example be followed generally and liberally.

(*e*) Moral class-books without a clear religious foundation will be sapless and of little use; yet they may perhaps be better than none, so they might better be introduced.

(*f*) Let it be considered an offence, to be reprimanded and prevented, for the European head master to speak against Christianity before his pupils. Of course he should neither hold Hinduism nor Mahomedanism up to public scorn. Only I never heard of cases of the latter kind.

(*g*) Let no man be employed as teacher whose private life is known to be immoral.

(*h*) Let it be understood that in all schools obedience, politeness, respect to superiors, and truthfulness are matters of great importance.

Ques. 41.—Is there indigenous instruction of girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—There is scarcely anything like indigenous education of girls, unless it be in a private way within the circle of the family. Very rarely some few girls may learn in one of the indigenous schools for boys.

Ques. 42.—What progress has been made by the department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—I do not think it desirable that Government should do much in opening schools of its own for girls, as education without religion, injurious enough in the case of boys, might prove fatal in the case of girls (compare answer to questions 60 and 39).

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies, and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—Ladies of our mission have opened and directed schools for Hindu girls in Mangalore, Udipi, Honore, Basrur, Tellicherry, Calicut, and Mercara.

Of course the Christian girls of our congregations are instructed in day schools and boarding schools.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—The grant for girls' schools are larger than those for boys. But if the rudimentary condition of female education is taken into account, it would be desirable to give the capitation grant again, as it was in former years. On the whole western coast Hindoo girls coming to school are so few, and their attendance is so irregular, that particular efforts should be made to support and encourage the existing schools. In the case of Christian girls this encouragement might not seem necessary, but then it will be difficult to draw a line, and difficulties of other kinds must be overcome in their case also (boarding schools, &c.)

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might, by grants-in-aid or other assistance, adequately supply the educational wants of the people?

Ans. 49.—I think that frequently Government schools have been open to the suppression of others existing before. Whilst I was in Palghaut in charge of an English school when our mission seemed willing to enlarge and raise the school, and strong signs of favour from the public were coming forth, the Government Inspector and the Assistant Collector made great efforts to supplant our school by a Government one, but it was only after my removal from the place that they succeeded, not, however, without first gaining over several of our schoolmasters into Government service, as these were so well established in the confidence of the public that a failure of the Government school was feared without them. Similar efforts of the Inspector to take possession of our schools for Hindu girls in Mangalore were frustrated by the Collector, who took great personal interest in our school. When our mission,

after having retired from the field in Mangalore, in consequence of the opening of a Government school ten years later, re-opened their former school for boys, the Government Inspector declared that he would oppose it as much as he could, and for this purpose made great efforts, till he at last succeeded in moving the Municipality to open a rival school, which, of course, in this case operated as a Government school.

In the course of years we learned to consider it a matter of course that whenever we had done the up-hill work in breaking the ground and establishing schools, the Government Inspector would only wait till we had succeeded so far as to make it worth the while for him to appropriate the school for Government. I am sorry we did not make notes of all the cases, else I think we could show a good number of them.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the department more men of practical training in the art of teaching and school management?

Ans. 50.—It seems that officers of the Educational Department take more interest in higher education, and have not yet grasped the principle of general elementary education with its elevating influence (compare question 50). For this and other reasons it would most certainly be useful to introduce more men of practical training in, and enthusiastic for school-work, especially for the elementary branch of it.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—We may perhaps assume that as a rule the objection to religious teaching is not a genuine one, but one produced artificially, sometimes very artificially, and it might, without injustice, be treated as such, *viz.*, neither rejected entirely nor favoured too willingly, perhaps in such a way that wherever a neutral school exists at not too great a distance, the complaining parties might be shown to that, in the case of middle schools and of higher schools the same district being the appropriate limit of distance. When there is really no alternative, not even one that is open to those that are really in earnest, it would appear to be the wiser way for Government to open a school, but in such a manner as not to injure the religious one; and to make the people pay for it. It is a fact that many Hindus prefer a school with religious principles, whatever religion it may follow, to one without religion, although the "prestige" of the Government school may prevent them from living up to their conviction. And it is another fact that those who are most boisterous against the religious teaching shrink from making even small sacrifices to procure schools without it.

ADDENDUM.

Remarks on the state of Education among the Nilgiri Hill Tribes by THE REV. FR. MILLER.

Ans. 1.—From 1862 to 1880 I was in charge of the following institutions:—

1, of a *Preparanda school for Canara*, the object of which is to prepare young men, who wish to qualify themselves as catechists and teachers in our mission here (from 1862—1874);

2, of our *Anglo-Vernacular Middle School* in Mangalore (from 1877—1880); and

3, from 1880 up to the present time I am in charge *of a number of elementary schools*, which have been established by our mission among the Badagas on the Nilgiri Hills. Besides, I was appointed as Inspector of our mission schools in Canara (1868—1874).

Ans. 3.—There are some day schools for Tamil children (especially Christians) in Coonoor and Ootacamund, but *most of the hill tribes keep aloof altogether from education.* I believe not a single Toda, or Kota, or Kurumba has ever as yet attended any school. These people don't care for such things; their interest goes only so far as their buffaloes and cows and their fields are concerned.

It is *only the Badagas* who, especially by the efforts of our mission, availed themselves to a certain degree of the opportunity given to them; but many were the disappointments, and the result, though not altogether wanting, was not at all satisfactory, if we take into consideration the long time our mission has been working among them.

This is due partly *to the indifference of the Badagas themselves*, who, as a rule, cannot see any reason why their children should become wiser than themselves, and partly *to the facility* which even young boys have, *to find employment* on the roads or on the coffee and tea plantations, where they may easily earn about R5 to 6 per mensem.

A change for the better, however, has recently set in, and we are asked now and then to open schools in Badaga villages, and we could do more in this direction if we only could find Badaga men able to teach the elements of reading, writing, and arithmetic.

Ans. 11.—Apart from the indifference of the people, there is *another difficulty* arising *from Tamil being made the official language* of this district, whereas *Badaga is a dialect of Canarese.* It would be easy for Badaga children to learn Canarese, and up to the time when I took charge of the schools here, Canarese was looked upon as the main language; but Canarese, though of some value to the people, is little cared for. It is now chiefly *the Tamil language* which they are anxious to learn, and as long as Tamil is the official language of the district, a certain knowledge of it is both useful and necessary for them; in fact, without imparting such knowledge our schools would be neither useful nor popular.

But, of course, *the work of the schools is increased* very much and *the progress stayed* considerably *by the instruction of Tamil*, which language is quite foreign to Badaga children when they enter school.

I know of no remedy, and I fear we shall have to bear these difficulties in future also, and be satisfied with the small results which are possible under the given circumstances.

Ans. 12.—The system of payment for results, as it now stands, *is not suitable among the hill tribes,* because—

1, the *villages are* most of them *small,* and consequently the number of pupils is small too *(cf.* Mr. Grigg's Manual of the Nilgiri District, p. 424).

2, because *Badaga boys* have to overcome *greater difficulties* than is the case elsewhere. They have to learn not only the *alphabet* of the language, in which they are to be examined afterwards, but the *language itself;* and in their out-of-the-way villages they have little or no intercourse with the Tamil-speaking population, which lives in the towns.

3, because the *average attendance* is, as a rule, *very low,* owing partly to the *inclemency of the weather* at certain seasons of the year, and partly to the customary *funeral ceremonies* and other occasions of *public gatherings.*

4, the *standard is rather too high* for rural districts, which are still far back in education.

Ans. 13.—Regarding *the collection of fees* we ought to be *lenient.* If poor people send their children to school, buying books, &c., for them; if the boys give their time for mental culture instead of profitable manual labour, the sacrifice with them is great enough indeed. In former times the teaching in our Badaga schools was entirely free of charges, but this system has been abandoned now, as it is only right that those who can pay should pay a little (say 1 anna per mensem).

Ans. 14.—A.—How to *spread education* among the hill tribes—

1, by *day schools* on the salary grants-in-aid system. If the Government rules as to the qualification of masters, &c., were strictly to be applied on these hills, we would have to close all our Badaga schools at once; but *if we commence work, wherever we have an opportunity to do so, not despising small things,* we may occasionally open new schools and certainly make some progress afterwards. I consider circumstances favourable if the following conditions can be fulfilled :—

(*a*) The villagers should provide for a schoolroom and we accept it, even if it were of the lowest description (an empty cow-house, for instance). A better building may be erected afterwards, if the school has been firmly established in the village, and the people have come to appreciate education more than is now the case with them.

(*b*) The average attendance should be about 15 as a rule, and not less.

(*c*) The master should be a Badaga man able to teach the elements of Tamil reading, writing, and arithmetic up to the 2nd standard, or a Tamil man of the same qualifications knowing a little Badaga. The standard of the teachers may be raised afterwards; but we shouldn't wait till we have properly trained men. The great desideratum of the present time is, I think, *to set agoing the work,* wherever we can do so, whether or not in accordance with the rules which may be well applicable in other districts.[1]

2, by *night schools.* Such can occasionally be opened for lads and young men, who have a desire to acquire an elementary knowledge of reading, writing, and arithmetic. *According to the results* the same grants should be given to night scholars as for day scholars, and I propose that these grants should be paid to the *pupils,* and not to the masters, under the following conditions :—

(*a*) If such a school is to be opened (by about 10 lads) anywhere, notice should be given first to the inspecting schoolmaster, and a list of the names of the pupils be forwarded to him.

(*b*) The night scholars have to pay their master, whilst they are preparing for the 1st or 2nd standard.

(*c*) They must be able to prove that they have acquired their knowledge in the night school, and not somewhere else in a day school, for which already a grant is given perhaps.

3, *by Government issuing the following orders regarding Manyagaras* (headmen of a circle of villages)—

(*a*) That in future—*i.e.,* from a given certain time forward—no Badaga would be appointed to the post of Manyagar, unless he be able to read and write Tamil and know a little arithmetic.

(*b*) That the Manyagaras ought to take an interest in the cause of education and be responsible for the progress which it makes in their several circles.[2]

If by such means as these the mass of the people could be raised, if it were only as high as the 2nd standard, a great boon would thereby be conferred on the country.

Ans. 14.—B.—How to *raise the standard* of both the *masters* and the *schools*—

1, by a regular and careful *supervision.*

2, by a *course of instruction* which might be carried on (by the inspecting schoolmaster or Deputy School Inspector) for some days once or twice a year in a place within easy reach for the teachers of a certain district. On such occasions the books in use should be worked through, and hints be given as to the proper method of teaching. Such a course I find useful here on the hills, and it would be useful everywhere else, especially where the masters are untrained men.

3, by the publication of a "*guide for teachers*" in the method of teaching. Some years ago Mr. Garthwaite, then Inspector of Schools, 6th Division, published a small pamphlet: "Elementary Teaching; Direc-

[1] It is only right, however, to remark here that the Secretary, Financial Board in Ooty, as well as the Educational Department, being well aware of the exceptional state of things on these hills, have up to this time very liberally assisted our mission with salary grants (R6 per mensem and per master), though we could never comply with the conditions on which such help is granted elsewhere.

[2] "The height of a Badaga's ambition," says Mr. Grigg, "is to be selected for the post of Manyagar; let it be the height of a Manyagar's ambition to have a school in a central place of his circle."

tions for masters of *Middle Class schools.*" Something like this should be prepared in the vernaculars for the use of teachers in primary schools.[1]

, by cultivating *mental arithmetic* more than has been the case hitherto. Mr. Garthwaite in the above-mentioned pamphlet recommends "frequent exercises in mental arithmetic," adding, "these should be systematic and progressive." This is very true; but if the masters are left to themselves, the exercises will be neither systematic nor progressive. A proper *book* must be given into their hands, such, for instance, as we have in our Canarese mission, "Exercises (in mental arithmetic) for beginners."[2] I recommend the method adopted there to be introduced in all primary schools throughout the country, for the following reasons:—

(*a*) The children will get a *clearer notion* of the numbers and *their relations*, if the *four* simple rules are practised within given, but progressing numbers (first within 10, then within 20, then within 100, then within 1,000, &c.), instead of carrying them on at once to high numbers in addition and subtraction. If we cross a certain field in *all* directions, we shall of course become better acquainted with it than if we pass it only in *one* direction. Poor people especially don't care for numbers above 1,000, but it is of great importance for them to know what to do with the numbers within that compass.

(*b*) The children will be led thereby from the very beginning to *apply the little knowledge* which they have *to the wants of daily life.* This is of the greatest importance. Very often pupils are found who know the multiplication table up to 16 by 16; but they are at a loss to say whether multiplication or division is the proper operation in an example like this: How many seers will you get for 8 annas, if the price of one seer is 2 annas? Especially pupils who leave school after a short time would be much benefited by such a course.

(*c*) By the help of such a book *a monitor* (any boy of the class) may be employed with great advantage to teach the beginners, whilst the master's time is taken up by another class.

No part of arithmetic is, in my opinion, worse taught than the *first elements*, and a course of instruction such as I propose would help to lay a good foundation and to do away with that mechanical teaching and thoughtless learning which is traditional in this country, and the consequences of which are felt for many years after.

Cross-examination of THE REV. B. GRÆTER.

By MR. P. RANAGANADA MUDALIYAR.

Q. 1.—In your answer to questions 39 and 60 you say that "it is a fact pretty well acknowledged and complained of by Hindus that the Government schools without religion have an injurious effect." On what evidence is this statement based?

A. 1.—The elder men object that the younger men are throwing off all restraint, and a marked publicity has been given to this circumstance by the *Indian Mirror.*

Q. 2.—In the same manner you hold that "that spirit of dissatisfaction which is so generally perceived among educated Hindus is not a necessary consequence of education, but especially of education without religion." What is the dissatisfaction you refer to?

A. 2.—I see mild and amiable Hindus who speak of Government with such bitterness that their feelings are to me incomprehensible.

Q. 3.—Granting that such dissatisfaction exists, please state whether only pupils of Government schools and colleges feel this dissatisfaction or pupils of mission institutions also.

A. 3.—No hard-and-fast line can be drawn between the pupils of the two classes of institutions. The two systems exert a mutual influence on one another. I do not speak from individual cases, but, in my judgment, the natural consequence of education without religion is to produce the dissatisfaction which I see, and of education with religion to remove such dissatisfaction.

By MR. FOWLER.

Q. 1.—In answer 2 you speak of "enforced attendance." By what means is attendance enforced?

A. 1.—By ways of Church discipline.

Q. 2.—You speak of opening a sufficient number of schools. By whom?

A. 2.—I prefer not to answer.

Q. 3.—In answer 9 you speak of the desirability of utilising indigenous masters. Are you aware of the regulations for the admission of students into Local Fund Normal schools, especially the following?—

The preference should be given to

(1) Those engaged in teaching in Pyal school.

(2) The relatives of the same sent by them to be

[1] Special attention should be paid in such a "guide" to the *first instruction* in reading and writing and in arithmetic. As to reading and writing, the following rules should be laid down:—

(*a*) Masters are very apt to teach the letters *of the whole alphabet through*, one after the other. This is wrong, but they do so, though perhaps the First Reader in use points out a different course. They should from the very beginning make the pupils read *small words*, composed of letters which they already know.

(*b*) They teach, in Tamil at least, the *names* of the letters (ana, awana, ina, iyana, &c.) instead of teaching the *sounds* only, which causes much unnecessary trouble and confusion in the heads of little children.

(*c*) The master should always *first write* every new letter which he is going to teach, on the black-board, pronouncing it at the same time, and *then* only should he make the children read that letter *in their books.*

(*d*) The children should be made to *write from the beginning* those letters and words which they are able to read, and not put off writing to a later period.

[2] First part. The exercises contained in the 2nd and 3rd parts are to be worked on the slate.

trained, and then to return to their schools as assistants.

(3) Men formerly employed as Pyal schoolmasters, and anxious to return to the same.

(4) Men desirous of becoming Pyal schoolmasters.

(5) Men already employed in Local Fund and Municipal schools.

Do not these schools thus specially provide for the training of indigenous teachers?

A. 3.—I had no particular knowledge of these regulations.

Q. 4.—One method of extending education you consider to be "liberality in grants in places where particular difficulties have to be overcome," &c.—Are you aware that the attendance condition (Rule 68, Code) of 90 days' attendance has been reduced to 75 for the Nilgiri and the Wynaad Taluq of Malabar?

A. 4.—I am not aware.

Q. 5.—The *addendum* to your own evidence, by the Rev. Mr. Müller, one of your mission, contains the following:—

"It is only right, however, to remark here that the Educational Department, being well aware of the exceptional state of things on these hills, have up to this time very liberally assisted our mission with salary grants (R6 per mensem), though we could never comply with the conditions on which such help is granted elsewhere."

Is not this evidence of very great liberality in grants on the part of the department to meet particular difficulties?

A. 5.—I am not aware of accusing the department of illiberality on this point. I merely develop my theory of education.

Q. 6.—In answer 15 you speak of the desire of Inspectors to bring independent schools under their sway. Can you give instances of this, with particulars (besides Mangalore and Tellicherry)?

A. 6.—I can mention endeavours at getting over our girls' school, Mangalore.

Q. 7.—In answer 16 you say "the Government College in Calicut has for years been in competition with another college which was not inferior to it, and which just as well might have done duty for it." Does this imply that the other college is of older date than the Government one; and do you know which was first established, that, in fact, the Government school dates from 1854, and the other from 1877?

A. 7.—I did not mean that the private college was the earlier.

Q. 8.—You write, "the High School in Tellicherry had the wind taken out of its sail by a corresponding school of our mission, which just as well might have taken the field for itself." Will you kindly explain the meaning of this?

A. 8.—I referred to the fact that, in 1881, I was told the higher classes of the Government school were very small by boys coming to our school from them.

Q. 9.—Continuing regarding Tellicherry you say:—

"Our mission would not have kept up the competition so persistently if it had not from olden times, long before Government, been in possession of the education in Tellicherry, and if it had not considered it necessary to make a decided stand against the attacks of the Government Inspector, who endeavoured to cripple our school by withdrawing the grant from the higher classes."

May I ask if you are acquainted with the following facts regarding the Brennen bequest (Tellicherry)?—

Mr. Brennen made it a condition of his bequest that a high school should be established in which English would be taught thoroughly. Sir Alexander Arbuthnot, then Director, did not want more Government schools in Malabar, and he favoured the opening of the Brennen school by the German mission. The executor to Mr. Brennen then threw up his executorship, on the ground that, if the German mission took the school, Mr. Brennen's desire in regard to good education in English would not be carried out. Government, however, took the responsibility of the transfer of the school; and the mission, after having had a long trial, asked to be relieved.

A. 9.—I am aware of the opening; but I am not aware of the mission having asked to be relieved.

Q. 10.—Then may I refresh your memory by reading the following extract from G.O. of the Madras Government of the 12th December 1871, No. 377:—It is in a letter from the Director of Public Instruction, as follows:—

"I myself, from the uncertain position of the school, did not feel at liberty to recommend a headmaster when requested to do so by the Manager. I was unable, too, under the restrictive order, to sanction grants to certain of the under-teachers. On hearing from me on the last two points, the Rev. Mr. Schauffler, the present Manager, communicated a resolution of his committee to me, requesting that the school might be taken over by Government at once. This resolution, however, was subsequently withdrawn, and the committee agreed to remain in charge. Before a satisfactory settlement of the matter could be arrived at, the order of Government on the Education Report for 1869-70 was passed; and, as I was therein directed to report upon the propriety of converting Brennen's school into a zillah school with a Normal Department attached, I wrote at once on the subject to Mr. Schauffler.

"The question of withdrawing the school from the mission has since been unexpectedly and effectually solved. In a letter dated the 11th ultimo, the Rev. Mr. Schauffler informed me that his Home Committee had directed him and his colleagues to *withdraw from the management of the school* and to restrict their operations hereafter to middle class and elementary education. He added that he would be prepared at any time to deliver over charge."

A. 10.—I now remember that our mission was tired of the harassing negotiations. I did not, however, make any allusion to the withdrawal from the school in 1871.

Q. 11.—I may now go on to Mangalore—You say—

"About 20 years ago, when Government began its powerful competition by opening a school (in Mangalore), the Basel mission withdrew from the ground it had broken up and kept for many years, and *therefore* could not go on raising the standard."

On this matter I wish to bring to your notice the following:—

In the Public Instruction Report for 1862-63 I find—

"The A.-V. School at Mangalore under the Basel mission has made some improvement; the number has, however, considerably decreased, and the inhabitants do not appear to be satisfied with the secular education afforded by the school."

The report for the following year has—

"Mr. Garthwaite observes 'When I visited Mangalore in September last, the principal Hindu inhabitants of the place visited me in a body to express

their dissatisfaction with the Basel mission, school, and to request that application might be made to Government for the establishment of a Government school. My endeavours to induce them to give the grant-in-aid school a further trial were successful, and an agreement was come to between them and the local Managers of that institution. The Home Committee, however, did not approve of the agreement, and it was not ratified. In consequence of this, many who had begun to send their children again withdrew them.'

The Report for 1864-65 reads:—

"The people had lost confidence in the school, and the attendance was very small. The majority of the respectable inhabitants of Mangalore were either endeavouring to educate their children privately, or waiting patiently for the establishment of the long-hoped-for Government school. There has been, however, an increase in the attendance at this school during the last quarter; but this improvement cannot be depended on, for the inhabitants are still dissatisfied with the school, so much so, that they have subscribed ₹60,000 with the intention of petitioning Government for the establishment of a provincial school."

During 1865-66, on this continued failure of the mission school to supply the educational wants of Mangalore, and, in consideration of the large subscription of ₹65,000 by the inhabitants, Government established an anglo-vernacular school.

You say, in your evidence, that the mission retired and, *therefore*, could not raise the standard. But do not these extracts show that there had been sufficient opportunity? And would the standard have been raised had the school been longer continued?

A. 11.—Most likely: I may almost say 'yes.'

Q. 12.—But does not this rather clash with the instructions from your Home Committee (already quoted) issued in 1871 that their agents were "to restrict their operations hereafter to middle class and elementary education?"

A. 12.—It clashes somewhat, but not to the extent of rendering it impossible.

Q. 13.—Do not the extracts I have read show that, so far from wishing to supersede the mission school, the Government took the step only under what may be termed pressure?

A. 13.—The information I have of the events of 21 years ago is so indefinite that I hesitate to make use of it.

Q. 14.—But your contention throughout is that the Government constantly endeavoured to get independent schools into their hands. Do these particulars as to Mangalore and Tellicherry bear out this view?

A. 14.—In the case which I have specifically studied, *viz.*, the girls' school, Mangalore, it seemed to the Collector, the Judge, and myself that the desire to take over the school proceeded entirely from the Inspector, and was unjustifiable.

Q. 15.—To what 'private bodies' do you refer in answer 16?

A. 15.—I leave it to others to name the 'private bodies.'

Q. 16.—With reference to the close of your 2nd answer, is it not a fact that there was very early, and has certainly been very great, progress in the establishment of elementary schools, and in the training of elementary teachers in Malabar?

A. 16.—It has been one of my great difficulties to withstand the tendency to raise primary shools to secondary, within our mission, by the Missionaries themselves, which is a consequence of the wind blowing in Malabar, as they were afraid to resist the prevailing influence.

Q. 17.—(*A. 19 & 33.*)—You speak much of your methods of teaching being interfered with; will you kindly explain how this is possible, seeing that certain knowledge only is demanded under the different standards?

A. 17.—In addition, for instance, the Inspector insists not only on a correct result, but on his own method as well.

Q. 18.—You state in answers 19 and 33*a* that your method in the school at Udipi prevents your receiving a grant, "the method being in this case chiefly to teach history, mathematics, &c., by the medium of the vernacular, instead of English."

With reference to this I would enquire whether you are aware that the Department of Education has, from its establishment, desired that such instruction *should be given in the vernacular* up to the 3rd class, or 5th standard, inclusive, and that the greatest opposition to it has been shown by Managers of aided schools? In one of the *earliest* reports of the department, that for 1856-57, I read in the report of one of the first and one of the ablest of the Inspectors of Schools, as follows:—

"I am also led to hope that the Missionary societies will co-operate with the Government in this matter by giving greater encouragement to the vernacular in their schools, and *by making it more than hitherto the medium of general instruction.*"

In one of the *latest* publications of the department—'Standing Orders'—issued in 1880, I read on page 8, "Substantive instruction in such subjects as geography, history, and arithmetic must be imparted in the lower classes through the medium of the vernacular, but after a pupil reaches the lower 4th class, nearly every lesson will become a lesson in English."

In the curriculum I find prescribed for the 3rd class, "vernacular translations of Colenso's Arithmetic, Duncan's Geography, and the World's History." And for the lower 4th, "Euclid both in the vernacular and in English."

Does not this prove that instruction through the medium of the vernacular, so far from being condemned, is actually *prescribed* in schools that the Department of Public Instruction has authority in?

A. 18.—The Manager of our mission schools in the Kanara district told me that his middle school did not get a grant because it did not fall in with the rules of the department; but the rules may be other ones.

Q. 19.—But the Government rules *prescribe* instruction through the medium of the vernacular?

A. 19.—There may be other rules. I was told as above.

By THE REV. WILLIAM MILLER.

Q. 1.—I should be inclined to infer from the strain of your answers on primary education that, in your opinion, one great defect of the present system is that it shows a want of pliability to existing facts, and aims too much at forcing everything into a mould supposed on merely theoretical grounds to be the best one—in short, that it leaves too little room for the free play of Native ideas in matters of education: will you kindly say whether that inference is correct?

A. 1.—I think the inference correct. I state it most strongly about our own case, as we use German methods; but I see that the influence works also on the formerly existing indigenous school; and I judge conclusively that it is utterly impossible for any originality to spring up under the present system.

Q. 2.—May I infer from your answers to questions 15, 16, 17, and 18, that you agree with another of our witnesses, whose experience has, I believe, largely been in your own district, and who says—

"The Educational Department, having steadily worked for so many long years in the direction of killing out all other education than its own, the seeds of private education with which the country was better stocked three decades ago are not ready to spring up at a moment's notice—but spring they doubtless will, if the policy of Government be only simple, just, straightforward, and honestly adhered to without divergence?"

A. 2.—I agree with this entirely and fully.

Q. 3.—You seem to have in view in several of your answers, for example on page 199 of your Evidence, some plan of better harmonising education with the demands of common life and the habit of manual labour: will you kindly explain more fully what you mean?

A. 3.—It is my conviction that we cannot have education of the masses if it has the consequence of weaning the pupils from manual labour, and I think that till now it has done so to a great extent. In Germany the elementary school must take into consideration the wants of the daily life of the families. In winter the school hours are more, in summer less. The yearly holidays, too, are given at he periods of hay-making, harvesting, and the like.

The school hours must at no time be so long as to take the children entirely off their work in the house or in the fields. Something similar must be done in India.

Q. 4.—Supposing that the public was dissatisfied on religious or on any ground with your school, would you in any way object to those who were dissatisfied getting liberal help from Government in founding a school of their own?

A. 4.—In my answer 68 the underlying opinion is this:—In the case of genuine religious scruples of Hindus or Mahomedans, it is the duty of an impartial Government to make particular efforts to spare these sacred feelings, even granting a little more than the common rights. In the case of sham scruples, the proper thing is to treat the claimants neither with particular favour nor particular disfavour, simply on the basis of common rights.

Q. 5.—Your objection then simply is to the Educational Department bringing the enormous influence of Government to bear against your schools?

A. 5.—Chiefly to their not carrying out the despatch of 1854.

Q. 6.—Have you in view any actual examples of an Inspector insisting upon the use of a book that was employed in Government schools or edited by himself?

A. 6.—I remember one case in which a Missionary made a bold stand against the clear demand of an Inspector to introduce another book which was in use in Government schools. So the Inspector had to yield. In several cases I questioned the Missionaries why they had introduced Government books (edited by the Inspector), whilst nobody could force them to do so; and they answered that they would suffer in their grant if they did not do it.

Q. 7.—May I ask whether, as matter of fact, changes in the prescribed form of return have been very frequently made?

A. 7.—I know that they have been made frequently. My impression is very frequently. Now and then I have had consultations with Missionaries as to whether the money received as a grant was worth the trouble of writing all the returns. Arithmetical considerations showed till now that it still paid to receive a grant, but scarcely.

Q. 8.—There is strong testimony before the Commission to the effect that the general outcome of the spread of higher education has been to raise the moral tone of those who have received it—may I ask whether you regard these statements as mistaken, or how you reconcile them with your own view as to the destruction of moral principles going hand in hand with the destruction of religion?

A. 8.—I clearly distinguish what I said about dissatisfaction from what I said about destruction of moral principles, and I say of the latter that I am happy to remark that it is not the result of personal observation, but of what I have heard from different sides. For instance, about a literature that is imported from England and demanded by the educated public, and of the reports about evil doings in other places, which I should not care to repeat here. I rather wanted to point out that the destruction of moral principles would gradually be more and more the consequence.

Q. 9.—May I ask whether your own experience in educating Hindus leads you to agree with the gentleman working in a Government school who frequently said "we are educating Nana Sahibs?"

A. 9.—This was told me some eighteen years ago and has not been lost on me. I made it my earnest purpose not to educate Nana Sahibs; and I know that the Bible has the tendency to counteract such a development.

By THE REV. DR. JEAN.

Q. 1.—In your answers to questions 16, 17, 18, you say that the two lower classes of the Government institution at Mangalore might be cut off without the least injury; that the measure would most likely benefit one or two, or three of the rival schools, which have now some difficulty in carrying on their higher classes. Are you aware that, in spite of the Government College, St. Aloysius' Institution at Mangalore thrives very well, and has recently developed into a second-grade college?

A. 1.—I do not know the particulars; but the general fact I know.

Q. 2.—Considering that one of the objects of the despatch of 1854 is to stimulate and encourage, even by pecuniary grants from Government, the efforts of private individuals and local communities, does it not follow that the Inspector who moved the Mangalore municipality to open the school mentioned by you under No. 49, acted in conformity with the principles of the despatch?

A. 2.—I remarked that the school in this case operated as a Government school, as it is the Inspector who originated it, the Collector who superintends it, while the municipality itself

is only an instrument in the hands of Government. Thus, the whole proceeding of the Inspector was an endeavour to crush a private enterprise.

Q. 3.—By that private enterprise, I suppose you mean Missionary enterprise?

A. 3.—Yes.

Q. 4.—Are not the fees exacted in the Mangalore Municipal School higher than the fees exacted in the Basel Mission School?

A. 4.—I am not aware.

Q. 5.—The eight Catholic Prelates of the Madras Presidency have declared in a memorial addressed by them to the Education Commission that Catholic parents cannot consent to send their children to schools conducted by Protestant societies; that they themselves cannot and therefore will not permit Catholic children to receive religious instruction which is in direct opposition to Catholic belief. Such being the case, are you justified in saying (No. 68) that "we may, perhaps, assume that, as a rule, the objection to religious teaching is not a genuine one, but one produced artificially, sometimes very artificially"?

A 5.—In the case of Roman Catholics I am convinced that it is very genuine and deep-rooted.

Q. 6.—How do you reconcile your last statement (under the same No. 68) that "the most boisterous against the religious teaching shrink from making even small sacrifices to procure schools without it," with the fact that many Hindu schools where pure secular teaching is given, have been started against mission schools previously existing?

A. 6.—I speak from things within my experience.

Q. 7.—If I understand rightly your views stated under No. 60, in a place where there are three or four communities, one Christian, one Hindu, and one Mahomedan, and, I may add, one Roman Catholic, there should be four schools, one for each community, so that each might follow out its religious principles?

A. 7.—Practically I know that this cannot be the case, and do not intend to work towards it. Theoretically, I am convinced that this would be the only satisfactory condition.

Q. 8.—In the case that the Government school meets all the wants and satisfies all the sections of the community, would you still advocate its suppression?

A. 8.—I would still advocate its transfer, if practicable.

Q. 9.—Besides a portion of the Protestant Missionaries, do you know of any other class of men who advocate the withdrawal of Government from its institutions for higher education?

A. 9.—I have not thought enough of this to give an answer at the moment; but I think there are.

Q. 10.—You say, under Nos. 39, 60, that the neutrality of Government as regards religious teaching offends the feelings of Hindus and Mahomedans. Do you think that their feelings are not as much offended by the sort of religious instruction which most mission schools impart to them compulsorily?

A. 10.—Of course I do think in one sense, as I wrote that passage in order to hint that neutrality is a mere chimera, and I never intended to be neutral.

Q. 11.—You say that Government cannot manage schools because its religious neutrality offends the feelings of Hindus and Mahomedans. On the other hand, you say that the religious instruction imparted compulsorily in mission schools offends equally the feelings of Hindus and Mahomedans. If so, why should Missionaries be justified in offending the feelings of the people, when Government is not?

A. 11.—I never said the reason why Government should withdraw from instruction was their wounding of the religious feelings, but their incapability of teaching religion, the very fact of being bound down to neutrality. Neither does it convey my meaning exactly that our religious instruction wounds the feelings. I rather mean to say that it clashes with neutrality, very frequently without wounding the feelings.

Q. 12.—With reference to your last answer to Mr. Fowler, may I understand that you have but one fact to state with a view to substantiate the charges made by you, in your evidence, against the Educational Department?

A. 12.—I mentioned other cases. But I singled out that one as I was more personally concerned in it than in others.

Q. 13.—With reference to one of your answers to Mr. Miller, may I ask you how you could practically ascertain that the religious scruples manifested by any sections of the community are not sincere, but are sham scruples?

A. 13.—If you fail in being certain about it, you should, it will be said, give common justice.

Evidence of H. W. Wilson, Esq., Ph.D., F.C.S., F.G.S., *Professor of Physical Science, Presidency College, Madras.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—For some seven years and a half I have been engaged as Professor at the Presidency College in teaching all the scientific subjects prescribed for the different University examinations, from the Matriculation to the B.A. In this capacity, and as a Fellow and Examiner of the University, I have had opportunities for acquiring a considerable amount of information concerning the present system of education, and the manner in which it operates, and also for forming an opinion as to its defects, and the manner in which they may be best remedied. My remarks refer mainly to that part of education in which I am myself engaged, and am therefore most interested, and I regret that, having but very recently being invited to give evidence, I am unable to be so explicit as is desirable on many points.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home education in the English sense of the term does not exist in this country, and is not recognised by the University for any exa-

mination above the Matriculation standard. It is provided in the Bye-Laws that candidates for the F.A. and B.A. examinations who have not been especially exempted, must have attended authorised institutions for 18 months out of the two years which are required for each examination, and the considerable numbers registered under the head of private study consist mainly of students who have appeared one or more times for examination and failed, and are too poor to continue their studies in an affiliated institution. The percentage of passes among such students is much below the average, thus last year but 16·7 per cent. succeeded in passing the B.A. examination, whereas the average was 55·2 per cent. There is, however, nothing to prevent boys who have been entirely educated at home appearing for the Matriculation examination, but we have in their case a similar result. Out of 491 such candidates who were examined last year, only one passed in the first class and 61 in the second, the percentage being 12·6, whilst the average throughout was 30·4 per cent. This seems to show that home instruction is very nearly equivalent to no instruction, and nothing different is to be expected, inasmuch as those students who do not attend an educational institution, are really self-taught, a class of instructors similar to the tutors and governesses so largely employed in English families, and capable of preparing their pupils for difficult examinations, no more existing in this country than do parents with the means or the will of employing them for the education of their children. Considering the backward state of education, especially female education, in India, I cannot consider it desirable that boys, save in a few exceptional cases, should be brought up exclusively in the family circle; even in England, where home influence is, generally speaking, of a much higher character, and home education far more efficient, than in this country, it is almost universally held, that to develope manliness, and self-reliance, and such qualities, a school life with its discipline, and the association with other boys which it necessitates, is essential. If this be so in England, *à priori* is it the case in India. I hold that the personal influence of European teachers, who are themselves free from all the prejudices and traditions which are so important a factor in Hindu life, has more to do in moulding the characters of the youths they instruct than all the direct knowledge which they impart; for this reason I also believe that it would be highly detrimental to the social advancement of the country were this influence lessened, as it would be if European agency in education were largely replaced by Native.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—The only instance which occurs to me of a Government institution being transferred to the management of a local body, is the school department of the Kumbakonam College, which was relinquished a short time ago, the pupils, I believe, going over to the town High School. The principal reason why such cases have not been more numerous is, I imagine, that no local bodies are to be found willing to accept of the transfer, and any withdrawal by Government from schools thus situated would be to abandon them to the decay which the despatch of 1854 asserts it is the wish of Government to avoid, even in a single case. Government, however, have not infrequently closed their own schools in localities where Missionary institutions exist, even when the latter were intruders, and in so doing it appears to me have discouraged rather than fostered that spirit of independence and self-help which it is the wish no less than it is to the advantage of Government to evoke. For Missionary institutions cannot be considered as representing local effort in any sense of the term; on the contrary, their existence is a most serious obstacle to local enterprise in education, as the Natives of this country will never combine together to support an education the chief object of which is to undermine their faith in all that they hold most sacred; and as Missionaries are not likely to retire, except on financial grounds, from any field which they at present occupy, to make room for purely Native institutions, it follows that, to the other difficulties to be encountered in establishing and maintaining such schools must be added the opposition and competition of existing Missionary institutions. It is evident, also, that where such competition exists, the Missionary institutions have certain advantages which those locally supported do not possess, for whilst both are equally eligible for grants-in-aid, the former receive, in addition, pecuniary assistance from the societies to which they belong. It is this expenditure of foreign capital upon the education of the people which in my opinion is one of the most objectionable features of Missionary agency, and is no more justifiable than a revenue or judicial department maintained partly by the contributions of benevolent foreigners would be. It enables such institutions to reduce their fees to an extent which cannot be attained by other schools, and not requiring to be self-supporting themselves, they prevent other institutions from becoming so.

In face of the fact admitted by themselves, that £130,000 per annum is spent by the Protestant Missionary societies in this country on education, it is simply amazing that they can charge the Government with pauperising the people by giving them an article for less than its cost price. The people pay in some form or other for the education which they receive from Government, whilst the Missionary societies give their education for £130,000 a year less than it costs. This accusation is scarcely less audacious than the complaint of not being able to raise their fees and so make their institutions more self-supporting than at present, owing to Government competition, whereas the fees which they charge are in every case, I believe, much lower than the Government rates, and the number of pupils admitted free, or at reduced rates, is extremely large.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—As stated in my answer to 54, I consider there are a few localities in which education up to the Matriculation standard may be made self-supporting, and in such cases I see no objection to Government withdrawing not only their direct management from schools teaching up to

that standard, but also the pecuniary assistance which similar aided schools receive; but these changes should, I think, be effected very cautiously and in the inverse order to that in which I have stated them. I do not know of any Government institutions of the higher order which could be closed or transferred to private bodies, or, to be more precise, I do not know of any private bodies, except the Missionary societies, which are able or even desirous of relieving Government of any part of those functions which they have hitherto discharged with as much efficiency as is consistent with the means at their disposal, and to the entire satisfaction of the Native community.

No local body which could take over any one of the higher Government institutions exists. No one at least has ever heard of any such body, and even were one to offer to relieve Government of some particular college, I do not consider that they would be justified in accepting the proffered relief unless a sufficient guarantee were forthcoming that the efficiency of the institution should in all respects be permanently maintained. The only sufficient guarantee of such an obligation being fulfilled would be an endowment, but I fear there is not the remotest chance of funds being raised adequate to support any of the higher institutions of Government, even when the fees and a grant-in-aid are added.

The Missionary societies would doubtless rejoice if Government retired from the position it at present holds with regard to education, and would fain have it believed that no evil results, but rather good, would ensue; but leaving out of consideration the immense amount of dissatisfaction and distrust which the increased Missionary influence, occasioned by any such policy, would arouse, it would be impolitic on other grounds to adopt such a procedure.

I do not think that the Missionaries can do more work than they have at present in hand, and do it efficiently, but if they wish to extend their operations, there are many unoccupied fields which they can till, instead of wasting their energies in attempting to drive out the occupiers of those whose cultivation compares very favourably with their own.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' Schools, (*c*) Girls' Schools, (*d*) Normal Schools?

Ans. 19.—The teaching of science in this country is in such a backward state as compared with that of other subjects, that special encouragement is needed if it is ever to attain the position which it holds in every sound system of education. There are several methods by which this encouragement can be given, some—such as placing the higher institutions on a footing to give a thorough scientific education, without which competent teachers can never be secured—I have adverted to elsewhere; another is to insist upon every school in which science is taught, possessing a teacher qualified to give instruction in the subject. At present the great majority of the men who are teaching elementary science know no more about it than the pupils who are supposed to be learning from them.

A man may become a M.A. of the Madras University without having acquired the rudiments of natural knowledge, the scientific subjects prescribed for the different examinations being optional from first to last. The University, thus, does as little as it possibly can to promote scientific studies; and when the attempt was made a short time ago to make chemistry and physics a compulsory subject for the Matriculation examination, it was defeated on the ground that the proposal, if adopted, would, owing to the paucity of competent teachers and the general inefficiency of the instruction, lead to the failure of the great majority of the candidates.

But besides these measures, which are most essential, there is another of equal importance. Not only are qualified teachers necessary, but those teachers must be provided with apparatus and other appliances, without which their knowledge can be turned to little account. The scientific apparatus at present in the country is perfectly insignificant in amount. There are institutions in Europe which possess a hundred times more than there is in the whole Madras Presidency—and if the services of teachers are to be utilised to the full extent, the quantity must be largely increased. This can best be done by the liberal, though judicious, bestowal of grants-in-aid. Grants are already made for this purpose, but no rules exist for regulating them, no specific conditions have to be complied with for obtaining them, and no system of any sort is observed in their distribution. The consequence is that heads of institutions, possessing frequently but an imperfect acquaintance, or no acquaintance at all, with the subject, obtain a quantity of apparatus from Europe much of which is useless or unnecessary, but on the other hand, often omitting articles which are of the first importance, and then claim and receive a grant of 50 per cent. of its cost. To obviate these and other evils, and to put the system of grants-in-aid upon a sound basis, lists of all the apparatus and appliances necessary for teaching the different subjects to the several standards should be prepared with great care, and a maximum price assigned to each article. At the same time a well-considered code of rules should be adopted for regulating the distribution of grants-in-aid, both for apparatus and for laboratory buildings and fittings. The most perfect system which has ever been introduced is that of the Science and Art Department, which will be found in the Science Directory published annually.

With slight modifications these rules are as well adapted for this country as for Great Britain, and I strongly advocate their adoption. Under no circumstance, however, should apparatus be supplied to a Government school, or a grant made for its purchase to an aided institution unless there is a teacher qualified to use it. Every institution ought to be required to possess such a teacher, but, unless there is one, to supply it with apparatus is a waste of materials.

Ques. 23.—Is it, in your opinion, possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—So far as I am aware, there is in Madras no preference exhibited for Government institutions which can be attributed to the mere fact of their belonging to Government. The prestige which is supposed by some to attach to them has never made itself evident to me. Undoubtedly a preference for Government institutions

does exist, but this may, I think, be accounted for by the secular nature of the instruction, and its generally speaking superior character. In the years 1880 and 1881, 53 and 45 per cent. respectively of the candidates educated in Government schools who appeared for the Matriculation examination passed; the percentage of passes among those otherwise educated was but 33 and 29. This, I think, proves that Government schools are, on the average, far more efficient than aided ones, though there are exceptions. This preference for secular education is, however, not sufficiently strong to induce the poorer classes to forego the advantages which Missionary and other aided institutions offer in the way of cheapness, though it probably would become so, were a proselytising spirit to appear. In 1852 a Brahmin pupil of the noble school at Masulipatam embraced Christianity, and in consequence the numbers fell from 80 to 4. There is no reason to doubt that similar results would ensue if it were found that the instruction imparted in Missionary institutions caused the students to renounce their own religion. They, therefore, possess this very important element of instability; the support which they receive is conditional upon their abstaining from doing the work for which they are nominally established, and any attempt to justify their existence by effecting conversions, results in that support being withdrawn. But so long as Missionary and Government education are equally secular, and so long as the former offers inducements sufficient to counterbalance any preference which may exist for the latter, there is no reason why a Missionary or any other aided institution should not become influential, and in a sense stable, even where in direct competition with a Government institution —were fees equalised, and proselytism active, the case would probably be very different.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—One hears a certain amount of grumbling on this score, and there is, doubtless, a great deal of misrepresentation on the subject, but, so far as my own experience extends, the supply of graduates is far from being in excess of the demand. Some graduates are useless and ignorant creatures, whose services would not be highly valued under any circumstances, and this class it is which has created the impression that there are more of them than there is work for them to do, and the supply ought to be diminished. Those who display energy, ability, and intelligence, very soon find work of some sort, not always equal to their expectations, it is true, but that is owing to the latter being generally immoderately high. Since its foundation a quarter of a century ago, the Madras University has produced but 973 graduates in Arts, the ratio of the educated to the uneducated portion of the community is, therefore, still ridiculously small.

That there is a constant and active demand for men of superior education is proved by the avidity which all classes of the community display, and the sacrifices they frequently make, to avail themselves of the opportunities offered for acquiring it. The number of graduates is, however, beginning to increase with extreme rapidity, and I am not prepared to affirm that the time is far distant when there will be some ground for the complaint that there is more of them than the country needs. In view of this not by any means improbable contingency, I think we ought to adopt all possible means to increase the usefulness of these men by preparing them for following avocations for which the education they at present receive does nothing to fit them.

The greatest defect of the present system is its purely literary character, and this should be remedied by the introduction of a much larger quantity of scientific instruction than has hitherto found a place in our curriculum. Such studies ought to be commenced at an early stage, and youths should not be permitted to reach maturity before they are entered on. Were this proposal adopted, the accusation brought against the University of turning out men fit only for clerical duties would no longer be heard. The agency of its graduates could be utilised by the State in many departments in which Europeans are now exclusively employed, and numerous occupations for which they possess no qualification at present would be open to them.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—There is not the slightest doubt that if there is to be any higher education worthy of the name in India, it must for an altogether indefinite period rely upon the State for its support, and should, if waste is to be avoided and efficiency secured, be largely, if not entirely, under State control. I have never heard of a country except this in which it was thought necessary, or even desirable, to make the higher education self-supporting. In continental countries it is regarded as a legitimate charge against the revenue of the State. The 20 Universities of Germany, her magnificent Polytechnics and Mining Schools, are maintained at a vast cost, their income being insignificant compared with their expenditure, but one never hears any complaint on this score. Indeed, the money thus spent is regarded by all parties as laid out to the best possible advantage. In England the higher education, especially scientific education, is still largely subsidised by the State, notwithstanding the fact that private benevolence and religious zeal have for ages past manifested their activity by providing for the educational requirements of the people. Happily for the country their spirit is not dead, more magnificent instances of liberality than the Mason and Firth College have never been witnessed. Trade guilds and associations, and wealthy manufacturers, are likewise doing much to assist modern, scientific, and technical education; the Yorkshire College of Science at Leeds is an illustration. Agencies such as those I have enumerated, which relieve the State of part of its burden, do not exist in this country, and until they do appear, the State must either bear its burden unassisted or cast it aside. The only manner in which it can relieve itself of any portion of it, is by diverting religious endowments to the purpose of education; this, I believe, ought to be largely done, and might be effected without causing much discontent, except among those directly interested in their maintenance.

To endeavour to make higher education self-supporting in India, where it is necessarily more costly than in any other country, is simply absurd; as its expense became greater the numbers seeking it would decrease in a much higher ratio, so that the only result would be to make it less, instead of more, self-supporting than it is at present.

Any attempt to obtain this object must, therefore, result in failure, but as primary and secondary education depend upon the higher, if the last be injured the other two must suffer to even a greater extent.

The higher education should also be under State control in addition to receiving State support. It is a matter of national importance, and local committees are not competent to direct and manage it; their agency might, however, be profitably utilised in the more or less complete management of elementary education.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—Definite instruction in duty and the principles of moral conduct forms no part of the curriculum of Government schools, but the theory and history of morals form one of the optional subjects for the B.A. examination, and are taught in the same manner in all colleges preparing candidates in this branch. But, though no special provision for moral teaching is made in Government schools and colleges, it would be false to say that none is given. There is not an intelligent and unprejudiced Native in this presidency who does not scout the pretensions to the possession of a monopoly of moral teaching which certain Missionaries lose no opportunity to urge, especially in distant lands and before sympathetic audiences, where there is little fear of contradiction; who does not deride the notion of Missionary colleges producing men in any way better or more moral than those trained in Government institutions. If there be any difference in this respect, the superiority will, I imagine, be generally conceded to the men whose education was received in the "godless" colleges; those colleges whose existence we have been told is a peril to the country, and which are training up a race of atheists such as the world never saw. In purity of life, in rectitude of conduct, and in conscientious discharge of their public or professional duties, the men thus calumniated are admitted to be excelled by none, certainly not by those for whom so vast a superiority is claimed. Much sympathy has been enlisted for Missionary enterprise, and much hostility towards Government education created, by accusations of this nature, and though easily refuted in this country, it is more difficult to meet them when made in Europe. Indeed, it is impossible to completely counteract the evil effect they produce, as these charges, through persistent reiteration, obtain a much wider circulation than their denial ever does.

I hold that example is better than precept, and that a good man will make his influence felt in teaching any subject, whilst one teaching a morality he does not practise is doing harm instead of good, and is an object for contempt. If definite instruction in the principles of moral conduct were made a part of the curriculum, men of all sorts would have to teach it, and whilst those of exemplary conduct would not find their opportunities for exerting a beneficial influence on their pupils in any way enlarged, those of a different kind would be doing incalculable mischief.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—Due importance ought, I think, to be attached to the circumstance that the highest class socially is not in this country, as in Europe, the wealthiest. Many Brahmins, it is well known, are in the most indigent circumstances, and quite unable to avail themselves of even the cheapest education offered. They constitute, however, the most intellectual part of the population, and are better able to profit by it than any other class, and, for this reason alone, I think it would be a pity to make the cost of education prohibitive to them; moreover, nothing will detract from the feeling of respect with which all other castes regard them, or diminish their social superiority, and on this score also it seems desirable that everything should be done to fit them for the position they occupy in the estimation of their countrymen.

Now, the fees charged at the Presidency College are already on a level with the paying capacities of the people, if they have not exceeded them. The cost of education in this country is certainly far higher relatively than at the English, Scotch, and German Universities, and I deprecate any increase, for such a step will assuredly involve a very great diminution in the numbers seeking it. But I do think the scale of fees might be to some extent adjusted to the pecuniary resources of the students. Of course any such measure will offer a strong inducement to fraud and dishonesty on the part of those anxious to avail themselves of a lower rate, but there are means by which this evil may be kept within limits. I would not levy the maximum fee from students whose parents are in receipt of an income of less than, say, R75 per mensem; such students should not, I think, pay more than half of the maximum, or if there were more than one son receiving instruction, one-third in each case. Persons in receipt of a larger income than the sum mentioned ought to pay the maximum fee, except perhaps when they had more than one son under tuition, when a slight reduction might be made. In the case of those in affluent circumstances, there should, of course, be no reduction under any circumstances.

Such a measure as the one I have suggested ought, if introduced at all, to apply equally to all schools and colleges, aided as well as Government.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—The number of graduates who select education as a profession is very small, which is, in my opinion, solely attributable to the few inducements it offers in the way of pay and promotion, compared with the revenue and judicial branches of Government service, and the legal profession. In Madras, teachers who are graduates are not difficult to procure, because there are many of this class who are glad to obtain any post which offers them a means of subsistence whilst they attend the Law Lectures at the Presidency College and study for the B.L. examination.

I have little acquaintance with the mofussil, but I have heard of many cases in which a number of graduates have commenced a school; I have not, however, heard that such schools ever attained any degree of efficiency, or that they were intended to do more than afford a maintenance to the masters whilst they studied for special test examinations, and such things, or found some more profitable employment. But, besides these

so-called adventure schools, which have no claim to be considered a permanent part of educational agency, there are a few large institutions in this presidency which teach up to the Matriculation standard; and not only pay their expenses, but are a source of revenue to their proprietors. Chief among these are the three high schools of Kombakonam, and there are a few more in different parts of the presidency. The efficiency of these institutions is not, however, so high as the size of their classes would indicate. Last year the native high school sent up 173 of its pupils for the Matriculation examination, and the town high school 158; the former passed but 5 in the first class and 29 in the second class, and the latter 5 in the first class and 63 in the second. The Presidency College passed 7 in the first class and 41 in the second, out of 68 candidates. Evidently, then, the efficiency of these schools is not very great, for it must be remembered that they possess what is admitted to be the best material in the country to work on.

There is, however, no doubt that education of a sort, up to the Matriculation standard, is already to a very considerable extent, and may be made yet more, self-supporting, in certain populous centres, where the demand for it is great; there are very many more places where it is not self-supporting and where there is no prospect of its becoming so for a long time to come.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—I am of opinion that it is impossible to lay down any hard-and-fast rules in a matter such as this, the number of pupils which can be efficiently taught by one instructor varying with the nature of the subject and the advancement of the pupils, and depending also very largely upon the personal character of the teacher himself, some men having the power of maintaining discipline among a large number of boys, whilst others altogether lack that quality. In the case of the experimental sciences, moreover, everything depends upon the appliances at command; indeed, in the absence of such aids to instruction, these subjects ought not to be taught at all, as nothing but a mere book knowledge can possibly be imparted. The Science and Art Department of the Committee of Council on Education, than which there is no greater authority on this question, have laid down certain rules for teachers, and their pupils are not qualified even to appear for examination unless these are complied with. It is much to be regretted that, in view of the large number of candidates in physical science who are now appearing, the Madras University does not adopt a similar plan. In Europe, where lecturers are provided with apparatus leaving nothing to be desired in point of quality and quantity, and also with skilful and efficient assistants, the classes are sometimes very large, containing as many as 200 or 300 students, but in this country a tenth of this number is more than one man can teach efficiently. This is partly because our appliances are few and inadequate, even under the most favourable circumstances, and qualified assistants, or indeed assistants of any sort, are not provided; but it is equally due to the inability of Hindu students to profit by lectures. They have hitherto been accustomed to learn all they know from text-books, and what they like is to have a certain number of pages or paragraphs prescribed, which they can pore over and commit to memory, and the teachers' principal function appears to be to drill the prescribed portion into them.

Students have never been taught that all true knowledge must be self-acquired; the best of them, with but few exceptions, remain passive in the hands of the teacher, regarding themselves as vessels into which information is to be poured, whilst a very large proportion have not even attained this receptive stage, but seem to consider it is their teacher's duty to make them learn, whether they want to or not. This condition of affairs is not so remarkable as it appears at first, when it is remembered that the average Hindu regards it as a self-evident fact that a pupil's progress depends, not upon his own efforts, but upon his instructor's, and in case of failure the boy is always commiserated and the teacher blamed.

I think, therefore, that there is far too much teaching and too little learning at present, and advocate a reduction in the former, and an increase in the latter. I do not think students should receive more than three hours' teaching a day, instead of five or six, as the custom is at present. This remark applies, of course, more particularly to the college classes; boys at school require to be kept at their work, or they will do none, but students who are preparing for the B.A. degree should learn, among other things, how to study. In the case of the experimental sciences, which include, or ought to include, a large amount of laboratory work, the hours of study should be longer, but if the teaching is to be efficient, the classes should be smaller than in any other subject. I find it impossible to supervise one, containing about two dozen pupils.

Ques. 61.—Do you think that the institution of University professorships would have an important effect in improving the quality of high education?

Ans. 61.—It is difficult to give any opinion on this point unless what is meant by "University professorships" is explained. The Indian Universities were established "for the purpose of ascertaining by means of examination the persons who have acquired proficiency in different branches of literature, science, and art, and of rewarding them by academical degrees as evidence of their respective attainments," and hitherto the functions of the Madras University at least have been limited to the exercise of a general supervision and control of the higher education; and, constituted as it is, I do not see how it can extend its operations in the manner which the question suggests. The University Senate includes amongst its members many who are engaged in education, and are, doubtless, competent to occupy such posts, but the time of these gentlemen is more or less completely occupied in teaching the students attending the institutions to which they belong, and they would, therefore, not be available for the purpose. If such professorships were instituted, they would be of no use to under-graduates, as the colleges they attend provide instruction in all the subjects required at the examination for which they are preparing; and if their object be to prepare graduates for the highest degrees of the University, I regard the proposal for many reasons as impracticable. The following are a few of the difficulties to be encountered:—

(1) Where are these gentlemen to lecture? No building suitable for the purpose exists

for the present, and one would require to be provided at a very great cost. If professorships in the natural and physical sciences were instituted, in which subjects there is much need for advanced instruction, a large quantity of valuable apparatus would have to be obtained, and expensive laboratories built.

(2) Supposing this expenditure incurred, who is to benefit by it? Not the under-graduates of the University, for the whole of their time is engaged in attendance at the particular institution at which they receive their education. A few graduates would no doubt avail themselves of the opportunities thus afforded for prosecuting their studies to a higher standard, but the fees realised in this manner would be infinitesimal, compared with the cost.

(3) Where are the funds to be found for meeting the large outlay which such a measure involves? The University cannot supply them, as it has only just become self-supporting, and can never hope to do more than pay its expenses. That it should succeed in achieving so much, is more than ought to be expected from it. The University of London, which served as a model for those of India, and which holds a similar position with regard to education, is maintained at a cost to the State of, I believe, some £20,000 per annum. Evidently, then, the University is not in a position to adopt any such measure, and I do not think it at all likely that this presidency will witness an instance of the exercise of private liberality such as that by which the Tagore Law Professorship at Calcutta was instituted. Such professorships, then, if they are to be created at all, must be created and maintained by the State, and at a cost altogether disproportionate to their value. The same expenditure, if applied to increase the efficiency of existing colleges by enabling them to teach subjects—such as the natural sciences—which for want of men and appliances are at present untaught, would do far more to advance education and improve the condition of the people.

I am of opinion, however, that public lectures, especially on scientific topics, would be of considerable benefit, not only to students, but to the community at large. Elsewhere I have stated that nothing resembling the lectures by which the higher education is imparted in Europe exists in this country, but there is no doubt as to the superiority of that system to the one we are compelled to adopt, and I hope to see it gradually attained to. Public lectures of a superior order would do much to prepare the way for such an improvement, and for this reason, if for no other, I should like to see something done in this direction. The University is the quarter to which every one will look for the introduction of such a measure, and its sanction and encouragement will be necessary to make it successful. I would, therefore, suggest that the Senate appoint University professors in two or three subjects to be subsequently agreed upon, who shall retain office for the space of one year, and during that period shall be required to deliver a course of, say, ten or twelve lectures in the subject for which they are appointed, or some branch of it. This proposal would involve no great expense, as the honorarium need not be very large, and would probably be covered by the fees collected, and if adopted as a tentative measure, would most probably lead to very important results. To appoint men to do nothing else but discharge the function of University professors, would, under present circumstances, be to create offices little better than sinecures.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations, extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—If the suggestion made in my answer to the next question be adopted, I see no necessity for increasing the number of the public examinations, which is in my opinion already too large. Head-masters prefer good boys to bad ones, and might, I think, be trusted to keep down pupils who are not fit for promotion, if the fear of losing them were not continually before their eyes. Promotion in the college classes is made at present by the college authorities, and I have heard no objection raised to the practice. No change in this respect is necessary. Promotion from the middle into the high school is regulated by the middle school examination. I consider this a useful test, and advocate its retention with certain modifications. I should like to see the comparative examination of the 5th class, by which promotion into the Matriculation class is regulated, abolished, as I do not see what useful purpose it serves. I cannot speak authoritatively with respect to the examinations preceding the middle school, but I know that they create a great deal of dissatisfaction, and are the ground for the complaint that the whole time of the pupils is occupied in preparing for examinations which beset their path at every step—and that the perpetual strain and effort which this constant preparation involves is applied to too early an age, and is therefore detrimental both to the intellectual and physical advancement of the pupils. All this I am quite prepared to believe, and do not think the circumstance of their affording facilities for educational statistics sufficient to justify their retention. The changes I advocate in the Middle School examination are the removal of agriculture, hygiene, political economy, physiology, and physical geography from among the optional subjects, and the substitution of elementary chemistry, physics, or botany. It is useless teaching the subjects first mentioned; the scientific principles, a knowledge of which is necessary for their intelligent study, is not possessed by the pupils, or, in the vast majority of cases, by the masters either. It becomes a case of the blind leading the blind; the teaching is entirely dogmatic, a practice which cannot be too carefully avoided in teaching natural science, even from the very outset, and the result, so far as the pupils are concerned, is in no case more than the acquisition of some slight acquaintance with the phraseology of the text-book, and in too many a repugnance for scientific subjects, unnecessarily made difficult and unattractive, which they may perhaps never lose. Chemistry and physics, on the other hand, are fundamental sciences; they precede all the others in logical succession, and they possess the

advantage of being essentially experimental in their methods, and of appealing to all the senses, instead of to a single one. There cannot be the slightest doubt that *all* science-teaching should have these subjects for their basis. In Europe this is generally recognised, and the procedure generally adopted in this country with regard to science-teaching would excite ridicule.

Botany also has its value at this stage, because it awakens the observational and perceptive faculties—and its study is more easily prosecuted than that of physics, but it can be carried to but a very elementary stage, and lacks all experimental interest.

The greatest obstacle which has to be encountered in extending the teaching of elementary science in this country is the want of qualified teachers, and this difficulty will not be removed until science obtains the position which is its due in the scheme of higher education. Nevertheless, this objection applies with greater force to the class of subjects whose removal I advocate than to the other. Men who cannot teach chemistry and physics cannot teach physiology, physical geography, and hygiene, although the impression appears to prevail that because little or no apparatus is required for the latter, they can be taught by any one who is able to read the text-book.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—In Madras there is, or rather was,—for I believe it exists no longer,—an informal agreement between the heads of certain institutions not to admit boys into a class when such promotion had been refused them in the institution they had left. All heads of institutions did not participate in this arrangement, neither, I believe, was it adhered to in all cases by some who did; the consequence is that the majority of the pupils who are refused promotion on the score of unfitness, leave the institution at which they previously studied, and find no difficulty in obtaining admission into a higher class elsewhere. The result, of course, is that discipline suffers and also the pupil's own progress, and the year which they imagine they have saved is frequently lost at a later stage, as they are not prepared to benefit to the full extent by the instruction imparted in the class into which they have improperly gained admission. I am not acquainted with the custom observed in the mofussil, but I have heard that in some places the only method of retaining pupils is to promote the whole class, whether fit or not, in all cases where such promotion is dependent upon the head master, as non-promoted pupils invariably leave, and are received into the higher classes of rival institutions.

The arrangements I would suggest to remove this evil are, to prohibit, in the case of all Government and aided schools and colleges, the admission of pupils into a class when such promotion has been refused elsewhere, and to compel pupils who apply for admission into any such institution, to produce a certificate of their fitness to study in the class they seek to enter, from the Principal or head master of the institution they have left.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—Assuming that Government were "to withdraw from the direct management of higher institutions generally," the evil might be mitigated by the retention of one single institution, which should serve as a model and an example for other colleges to imitate. If it is to serve this purpose, however, it should be something very different to anything at present existing in this presidency. The principal Madras Government college is in all respects inferior to the corresponding institution in Calcutta, and there are at least half a dozen provincial colleges in Bengal quite its equal. Under these circumstances it would be in the highest degree impolitic to hold it up to admiration as representing the highest standard of educational excellence, and I would rather see it abolished altogether than placed in so false a position. A college retained by Government with this object should, to fulfil it, have the means of imparting an education, as high, as extensive, as varied, and in all other respects equal to that which can be obtained in England. Unless this is done, our education is a sham, and it had better be admitted that, whilst nominally requiring for its various degrees a standard of knowledge which contrasts favourably with that required for similar distinctions in Europe, and in affiliating institutions to those standards, our University is deceiving the public; and that our education and our graduates are altogether inferior to what they pretend to be.

It appears to me that, in addition to serving as a model for other colleges, and presenting them with a standard of excellence which they should always aspire to, even though they never attained, such an institution should be capable of affording an education which in this country the State alone can offer. There should be at least one college in this presidency in which students can prepare for the highest degrees of the University, and such an institution can be maintained only by the State, and that at a very considerable cost,—trifling, it is true, compared with the sums spent in European countries for similar purposes, and trifling compared with the value to the country of such an institution, but still considerably larger than that at which any existing college is maintained. I believe it is most necessary for the advancement of the country that means should be provided for preparing candidates for the M.A. degree, and still more necessary that facilities should be created for teaching for the newly-instituted Bachelor of Science. Although not undervaluing a literary education, I cannot but think that its importance in this country is small indeed compared with a scientific one. The methods of science, and the morals of science, no less than its facts, are needed in India. A knowledge of the fact of science will alone enable the people of this country to develope and utilise its natural resources, and so promote their material prosperity—a civilisation, the Right Honorable the Governor recently remarked, which is not based on material prosperity, though its head may be of gold, its feet are indeed of clay.

The methods of science will, I believe, do more than anything else to remedy those defects, partly inherited and partly acquired, which are so pro-

minent a feature in the Hindu character,—I refer to the absence of observational faculties, the tendency to seek all information in books, and the belief that the power of quotation implies knowledge. A purely literary education, it seems to me, strengthens rather than weakens these propensities. I need not, however, enlarge upon this subject, sufficient to remark that the accusation of being fit only to sit at a desk will never be urged against those educated in the manner I advocate. Employment in such services as the Geological Survey and the Forest and Telegraph Departments, for which the Natives of this country are at present unqualified, will be open to them, and, what is of more importance, their scientific knowledge will enable them not only to improve those industries of old standing, such as agriculture, which are admitted to stand sadly in need of the aid they will be able to lend, but also to create new ones, both to their own and their country's benefit.

If my views be adopted, an increase of the professorial staff of the college will be necessary. At present every scientific subject, from the Matriculation to the B.A., is taught by myself, but to give effect to my suggestions professorships of geology and biology would have to be created, and to teach these subjects efficiently, properly equipped laboratories will be required. But the cost of these changes might be considerably reduced if the whole college were remodelled, certain subjects, at present taught by European professors at great expense, might advantageously be entrusted to Native assistant professors, and thus a great saving effected. History and Sanskrit, for instance, do not require European graded officers, and in other ways it would be easy to increase the efficiency of the college in a ratio greatly exceeding the cost of such changes.

Certain Madras Missionaries, one of whom, I regret to say, is a member of the Education Commission, have stated in a paper recently published by an association calling itself the General Council on Education in India, that the Presidency College might, at no distant date, be abolished without the smallest injury to education, and that the Christian College and Pacheappah's could do its work. This is, doubtless, one of the chief objects of the agitation which these gentlemen have been so largely instrumental in promoting, and knowing, as they do, that the Presidency College is the representative and bulwark of secular education, they will spare no pains to accomplish their purpose. That its place can be filled by the institutions mentioned is altogether untrue. Pacheappah's has no college department higher than the F.A. standard, and a very largely increased staff will be necessary to enable it to advance any higher, whilst no means are at present forthcoming to allow it to take this step, whereas the Christian College, thanks to the advantage it possesses in the matter of position, and the inducement of a cheap education which it offers, is already overcrowded, and any increase of numbers will involve a corresponding decrease in efficiency. I am told that there are some 60 students in the Junior B.A. class of that institution who have selected physical science as their optional subject, and, although practical chemistry is a part of the curriculum, it possesses nothing which resembles a laboratory, or which would be recognised in Europe as suitable appliances for teaching that subject; moreover, the instruction is at present imparted by a gentleman who has no qualifications in science, and, so far as I am aware, has received no scientific education.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—There are several subjects which at present can be taught only by European professors, as there are no Natives of the country who are qualified to do so. The subjects I specially refer to are the physical and natural sciences, and the reason why there are so few Natives possessing even an elementary knowledge of them, and none at all who have made any one of them a special study, is that these subjects have hitherto received the smallest possible attention from the University. The small amount of science which is taken up for the B.A. degree is entirely optional, and the standard not only absurdly low, but likewise altogether undefined. The instruction, instead of being made as practical as possible, is the very opposite, and chemistry, physics, and botany are as much book subject as history and mathematics.

Candidates are being sent up for the B.A. degree in physical science by institutions which do not comply with the lowest requirements of the Science and Art Department, and whose pupils would not be permitted to appear for the elementary stage in chemistry. The result is that the ordinary graduate who has selected the "physical science" of the Madras University as his optional subject has merely committed to memory a considerable portion of his text-books, which he loses no time in forgetting as soon as his examination is over. No candidate has ever appeared for the M.A. degree in physical science, and but one has passed in biology, and he not a Native, but an Eurasian. The papers set on that occasion were certainly not such as the highest degree conferred by the University requires.

I, therefore, consider it unavoidable, if there is to be any teaching of even elementary science in this country, that the higher instruction in that subject must, for years to come, remain in the hands of Europeans. Only when the University requirements are what they ought to be, and when there are institutions qualified in respect of men and appliances to educate in science, in the manner and to the standard of the English schools, such as the Royal School of Mines, Owen's College, the Yorkshire College of Science, the Firth and Mason Colleges, and many others, will this country possess men competent to take the place of those who have been trained in such institutions.

There are some other subjects which it seems to me should be largely, if not entirely, confided to European professors, amongst these I would mention English, and psychology and moral philosophy—whilst mathematics might in many cases be taught by Natives, as this is a subject the study of which has long been prosecuted by them, and in which many have exhibited high attainments. The oriental languages are, of course, more economically and at least as efficiently taught by Natives as by Europeans.

Ques. 66.—Are European professors employed, or likely to be employed, in colleges under Native management?

Ans. 66.—The prospects as regards pay, pension, promotion, and permanency of employment which local committees would be able to offer, will not

be sufficiently attractive to induce men of the attainments which those to whom the highest education obtainable in the country is entrusted should possess, to expatriate themselves. It is impossible to believe that men such as the present and past officers of the Educational Department in India would accept such conditions of service in this country. Local committees might occasionally be able to engage the services of resident Europeans who found themselves out of employment, and they might tempt Missionary agents to accept service under them, but that constant supply of men, fresh from the centres of thought and intellectual activity, bringing with them all the association with which the ancient seats of learning in Europe are invested, who have already done so much for the social regeneration of India, and upon whom her further progress in the same direction is so largely dependent, none but Government can command, and it would, I believe, were Government to retire from its present position, be all but stopped. Too much importance cannot, I think, be attached to the influence exerted by the officers of the Educational Department. There are men of equal attainments in other branches of the Government service, but in none of them is the contact between Europeans and Natives so intimate as in the educational service, and no other Europeans have the opportunities of moulding the character of the rising generation which the officers of that department possess. To the value of this influence Native gentlemen of the highest position in this presidency have testified, and no names are held by them in greater esteem and veneration than those of certain departed educational officers. It will, I fear, be an evil day for India when this influence is no more felt. Another very obvious result of a reduction in the number of European officers, will be that the Missionary and clerical element in the Senate of the University will preponderate over all others. They already form a very important section of that body, and receive the sympathy and support of many who favour Missionary enterprise. When it is remembered that it is educationalists, Missionary or otherwise, who have the most intimate acquaintance with the affairs of the University and the details of educational work, a large proportion of the Fellows being precluded by the nature of their occupations from acquiring this knowledge, it is easy to foresee that, should the Government educational party be reduced, the Senate will be controlled by the Missionary body, and become an assembly whose principal function it is to sanction the measures of which they approve. That they will wield this power fairly and impartially it is impossible to believe, but, regarded from any point of view, it cannot be right that the education of 30 millions of Hindus and Mahomedans should be practically directed by a handful of Missionaries. That the Senate does possess this power of controlling education is beyond question. Its requirements have to be met by Government and aided and unaided schools alike, as its examinations are regarded as the only tests of knowledge, and its indirect influence is felt long before its direct control is exercised, indeed at the very earliest stage. I anticipate, therefore, as the result of the changes which the Missionaries are so eager to effect, that their views will be advanced at the expense of secular education, and if the past affords any criterion of the future, we shall see the present standards lowered, and great discouragement given to all knowledge except that which may be acquired from books.

The above remarks appear to me necessary owing to certain very misleading and even incorrect statements with regard to the constitution of the University Senate which have been published by the association referred to elsewhere. These statements evidently originated in Madras itself, and complain that Missionary and aided education is very inadequately represented in the University as compared with Government education, and its influence utterly insignificant in comparison with that of Government officials generally. There is clearly the intention to create the impression that Government servants are all alike opposed to Missionary enterprise and aided education, whereas it is well known that many of them are ardent advocates of both. It is at least altogether untrue that Government officials who are Fellows of the University show in the latter capacity any undue partiality towards Government education. It is further stated that there are 22 members of the Senate who are "directly and distinctly in the Government Education Department, and only 13 are in any way at all (many of them very indirectly) representatives of aided education." An inspection of the Calendar shows that but 14 educational officers are Fellows, including the Director of Public Instruction; one of these has now retired, and several others (Inspectors, for instance) are stationed at a distance from Madras, and consequently able to exert little influence in the University. Great stress is laid upon the unequal manner in which the Presidency College and the Christian College are represented. It is stated that the former has 7 of its staff and the latter but 2 on the Senate, whereas at the present time there are in Madras 5 members of the Presidency College and 4 of the Christian College, who belong to that body. Of the 5, 3 are Natives, and owe their position far less to the circumstance of their being members of the Educational Department, than to their being men of exceptional attainments and worthy representatives of the Hindu community. The 4 are all Europeans.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—The withdrawal of Government from an existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching, cannot, in my opinion, be justified under any pretence, except that the community thus treated is well able to provide for its own educational requirements, by establishing and maintaining institutions in harmony with their own religious views. Few such communities exist in this part of the country, and any general adoption of a measure of this nature would be both politically dangerous and morally iniquitous, as it would be regarded as a violation of the frequently asserted principle of religious neutrality in which the people have placed their entire faith, and I cannot but think they would be perfectly justified in so viewing it.

There have been endeavours to make much capital of the circumstances that genuine local institutions, conducted on a purely secular basis, have been founded more frequently in those places

where they had to compete with none but Missionary institutions, and the inference has been drawn that it is the latter, and not the Government, who stimulate and encourage local and private efforts in education.

Whilst admitting the premises a very different conclusion is, I submit, to be drawn from them. The circumstances referred to prove nothing more than that the people are perfectly satisfied with the education afforded by Government institutions, and, unless the facilities offered are inadequate, do not endeavour to supplement them; whilst their antipathy to Missionary education is so strong, and the spirit of opposition it evokes so powerful, that, rather than accept it, they will make very unusual exertions to secure an education more suited to their taste.

Cross-examination of Dr. W. H. Wilson.

By Mr. P. Ranganada Mudaliyar.

Q. 1.—In answer 23 you say that, if proselytism were active, Missionary institutions would cease to be stable. Do you mean to say that the stability they at present possess is mainly due to their abstaining from proselytism?

A. 1.—I believe it is very largely due to that circumstance. I give an instance in my evidence, *viz.*, the Noble College, Masulipatam, and state what effect a single case of conversion produced. I may add that, during the whole time I have been in Madras, I have not heard of a single conversion being effected by mission institutions.

Q. 2.—In answer 25 you point out as the greatest defect of the present system "its purely literary character." Have you any grounds for thinking that a larger amount of scientific instruction than is now given would find favour with Native students?

A. 2.—I believe that if facilities for obtaining a sound and thorough scientific education were afforded, they would be taken advantage of, the more so when experience had shown the greater practical value of scientific than of purely literary education.

Q. 3.—With reference to answer 61, on University professorships, do I understand you aright when I take you to mean that these professorships are to be tentative and on as economical a scale as possible?

A. 3.—If funds for the purpose were available, I would advocate the employment of University professors on a larger scale than I have suggested in my answer; but I am strongly of opinion that the higher institutions of Government have a prior claim to any surplus funds, and that such funds will be far more profitably employed in increasing the efficiency of existing institutions than in creating University professorships.

Q. 4.—In answer 64 you say of the Christian College that "it possesses nothing which resembles a laboratory," &c. If the tree is to be judged by its fruit, the instruction in chemistry and physics given at that institution seems to be sound and efficient, as evidenced by the fact of its pupils having won successively for the past three years the Arni gold medal, a prize awarded by the University to the student who, in passing the Bachelor of Arts examination, shall have obtained the highest number of marks in physical science. How do you justify your remarks?

A. 4.—I attribute the fact you refer to to several circumstances. In the first place, it must be remembered that, though the Arni medal is nominally awarded by the University, the examination was for several years conducted by a single individual. Through my own efforts, two examiners were appointed in physical science, and this year the number has been increased to three. But for the last three years, 75 per cent. of the total marks which can be obtained were at the disposal of one examiner, and this examiner it is who practically confers the medal. I have taken serious exception to the manner in which he has conducted the examination, and the controversy which I have had with this gentleman is at the disposal of the Commission, if called for. In certain points, the alterations which I suggested have been adopted by him, but I still consider that the examination is based upon a book-knowledge rather than a practical knowledge of the subjects. The Presidency College had the misfortune of teaching for several years under the old scheme, and the injurious effect thereby produced upon the quantity and quality of the students selecting physical science was very great. No other college has laboured under this disadvantage. That effect can scarcely be said to have disappeared even yet. In one year but a single candidate appeared from the Presidency College. On the other hand, at the Christian College, many of the students who have selected physical science are those who took very high positions at the F.A. examination. As an illustration, I believe at the present moment that the three candidates at the top of last year's F.A. list are studying in that institution. To the combined action of these causes, and more especially to the utterly non-practical nature of the examination, whereby a mere book-knowledge is made to outweigh a practical acquaintance with the subject, I attribute the circumstance that a student of the Christian College has obtained the first place in physical science in the B.A. examination for three years in succession. The average marks obtained by the students of that college are not higher than those obtained by the students of the Presidency College.

Q. 5.—With reference to answer 64, may I ask you to state in what respects you consider it necessary to improve the strength and efficiency of the Presidency College?

A. 5.—I have referred to the chief points in my anwer. I say that the Presidency College should be put on a footing to teach for the Master of Arts and for the new Bachelor of Science degrees; and I believe that the benefit to education that would result from these changes would be largely increased if other Government colleges in Madras, such as the Civil Engineering College, were allowed to participate in the improved instruction at the Presideney College.

By Mr. Fowler.

Q. 1.—In your answer 5 you say: "I hold that the personal influence of European teachers, who are themselves free from all the prejudices and traditions which are so important a factor in Hindu life, has more to do in moulding the

characters of the youths they instruct, than all the direct knowledge which they impart; for this reason I also believe that it would be highly detrimental to the social advancement of the country were this influence lessened, as it would be if European agency in education were largely replaced by Native."

You think, then, that there are essential elements of education that cannot be, or, at least, are not tested by our examinations; and that these elements would be lost or materially diminished if the influence of European teachers were withdrawn?

A. 1.—Undoubtedly; it is universally admitted that examinations test only the intellectual attainments, and those, frequently, very imperfectly. The different factors that constitute character cannot be tested by any examination. But upon the character of the individual the real value of education depends.

Q. 2.—Then, in your opinion, the mere comparison of numerical successes in different examinations, which has been so general of late years, is no reliable index of the real work of education—using the word in a wide sense—that different institutions are accomplishing?

A. 2.—It is some index, but not a complete one. The conclusions derived from them are as often wrong as not.

Q. 3.—Does your experience enable you to suggest any way in which these more intangible results might be judged of by the Government and by people generally?

A. 3.—I fancy that people do already form their estimate on these points.

Q. 4.—Am I right in inferring from your 15th answer that you regard Missionary education as decidedly inimical to that local self-government which the Despatch of 1854 as regards education, and recent proceedings of the Government of India in a more general way, aim at developing?

A. 4.—I consider it generally inimical; but there may be cases in which it appears to be favourable, as pointed out in answer 68.

Q. 5.—In the same answer (to question 15) you say "The people pay in some form or other for the education which they receive from Government, whilst the Missionary societies give their education for £130,000 a year less than it costs." May I take your meaning to be that such of the cost of Government education as is not met by school fees and endowments, is paid for out of Indian revenues raised from general taxation? and that, thus, so far from being pauperised, the Indian people as a body may feel an honest independence in the consideration that they pay for the education the Government provides?

A. 5.—You express my meaning exactly.

Q. 6.—Still in answer to question 15, you say, "The number of pupils admitted into Missionary institutions free or at reduced rates is extremely large;" does this state simply a general impression you have, or can you give facts in support?

A. 6.—It is to some extent a general impression, it is true, because it is very difficult to obtain exact information on such points.

At the C. M. S. Tinnevelly, the college student pays on the average ₹15 per annum for the education he receives. At the S. P. G. College, Tinnevelly, he pays less than ₹21. At the Noble College, Masulipatam, he pays ₹21-8. These figures show that a large proportion of the students must pay either no fees or reduced fees. Again, at the Government College, Calicut, students pay ₹48, whereas at the Kerala Vidyasala they pay but ₹33, although I believe the fees are nominally the same. At the Presidency College, Madras, the average fee is ₹56, while at the Christian College it is ₹37-7-0, this seems to indicate that at the Christian College even students are to some extent exempted from college fees. These figures are from the report of the G. P. I., and may be considered exact. But there is an impression prevalent in Madras, and I believe in the whole Presidency, that a very considerable proportion of the students of the Christian College receive a part or the whole of their fee from the principal, or the professors, or friends of the institution. It is impossible to obtain exact information upon this point, but a student who recently left the Christian College for the Presidency College told me that half his fee was paid for him, and that his case was anything but exceptional.

Q. 7.—(*A. 23.*) Of Missionary institutions you say, "They possess this very important element of instability; the support which they receive is conditional upon their abstaining from the work for which they are nominally established, and any attempt to justify their existence by effecting conversions, results in that support being withdrawn." By 'support' do you here mean the being resorted to by Hindus as places of education?

A. 7.—That is exactly what I mean.

Q. 8.—In answer 39, speaking of men trained in Government colleges, you say—"In purity of life, in rectitude of conduct, and in conscientious discharge of their public or professional duties, they are admitted to be excelled by none." Can you favour the Commission with any statistics or facts on this important point?

A. 8.—I can mention the names cited by Dr. Duncan on the occasion of the Commission visiting the Presidency College, *viz.*, the present Dewans of Baroda, Mysore, and Travancore, and the late Dewan of Indore. Also a Judge of the High Court, Madras; a member of the Legislative Council; a member of the Education Commission; the leaders of the Madras and the Mofussil Bar, and others too numerous to mention.

Q. 9.—(*A. 39.*) You say we have been told that the existence of Government colleges are a peril to the country, and that they are training up a race of atheists, &c. May I ask who tells us this?

A. 9.—I allude to the report of an address delivered by the Rev. Mr. Miller to the assembly of the Free Church of Scotland, in which he uses this and similar expressions. I quote the following from his address:—

"The Government of India had seen fit to establish a system of education from which every Christian element and every religious influence was as much as possible excluded. Of the propriety of that he was not to say anything there. Much might be said and had been said, and there was much truth in what had been said, to show that in spite of all the deficiency of this system of education it was yet upon the whole the best that the Government could do. But it was with the simple fact alone that the Church had any concern. That system did exist, and was exerting, and must exert, an enormous power. And they were aware, no doubt, of all the effects that such a system must always have. It destroys as effectually as the Christian system would, all belief in the religion that had long prevailed in the country. It removes

all thoughts about the higher world and about God; it tends to do so, and thus to hand man over to the unrestrained effect of the lowest and most selfish impulses and feelings. It had not had power as yet to produce this evil effect; and he was not only ready to admit but to declare that among those who have been trained at Government colleges there are many who are by no means destitute of thought about the unseen world—many, too, who, when judged by ordinary earthly standards, are irreproachable in conduct and exemplary in character. That is true as yet because the system still is new; but it needed not to be demonstrated there that any system which removes all men's thoughts about the Divine, and gives them no new ones in their stead, must end in producing the most widespread demoralisation, the most hopeless barrenness of soul, and in producing a race of atheists and self-seekers such as the world had never seen before."

Q. 10.—In answer 53 you state that "the fees charged at the Presidency College are on a level with the paying capacities of the people, if they have not exceeded them." Will you kindly state the grounds on which you base this statement?

A. 10.—In my reply to a former question I stated that the student pays R56 a year for his education at the Presidency College. This is the highest fee paid in the Presidency, and is approached only by two other Government colleges. The same amount would go far towards paying the tuition fees at a Scotch or a German University, whilst the means of students in this country are undoubtedly much smaller than those of a similar class in Europe.

Q. 11. (*A. 62.*)—You write, "Head masters prefer good boys to bad ones, and might, I think, be trusted to keep down pupils who are not fit for promotion." May I enquire whether you have observed, in the evidence which has been published, the following statement of a witness before the Commission, the head master of an important college? His words are:—

"Head masters of private and aided high schools—I speak from experience—are compelled to admit into their matriculation classes boys unlikely to pass, *in order to increase their receipts from fees.*"

A. 11.—I have not seen that evidence; and in the absence of absolute proof that such practices are common, I find it impossible to believe that they do exist. I think, however, that all restrictive measures would be useless in dealing with men guilty of such enormities—I mean sacrificing the interest of pupils to their own. Men of this nature ought not, I think, to be in charge of institutions.

Q. 12.—In such cases, would not the check afforded by the 5th class comparative examination be a wholesome one?

A. 12.—If men will do such things, no check is sufficient. We are supposed to be dealing with honest men.

Q. 13.—In your answer to question 63, you suggest that to remove the evil of improper promotions, no schools should be allowed to receive a pupil and place him in a higher class than he was in in his previous school. This, however, would apply to but a few cases, and would not touch such an abuse as question 11 brings up, where a number of unfit pupils are advisedly put into a class by a head master solely for the purpose of increasing the fee receipts. Would not a system of examinations for promotion, whatever their defects, better effect the desired object?

A. 13.—It would effect the object undoubtedly; but I see no reason why, if we had honest men to deal with, the same object should not be attained without them.

Q. 14.—(*A. 64.*) You say:—

"A college retained by Government as a model and an example for other colleges to imitate, should, to fulfil its object, have the means of imparting an education, as high, as extensive, as varied, and in all other respects equal to that which can be obtained in England. Unless this is done, our education is a sham, and it had better be admitted that, whilst nominally requiring for its various degrees a standard of knowledge which contrasts favourably with that required for similar distinctions in Europe, and in affiliating institutions to those standards, our University is deceiving the public; and that our education and our graduates are altogether inferior to what they pretend to be."

Admittedly this has not been done, it seems therefore to follow that, in your opinion, "our education is a sham...and our education and our graduates altogether inferior to what they pretend to be." Does this correctly express your view?

A. 14.—Generally speaking it does so; there are, however, notable exceptions. If we compare the staff of the best of our colleges with those of similar institutions in Europe, every one must admit that the education given in the former is necessarily very inferior to that which can be obtained in the latter.

Q. 15.—In answer 65 you say candidates are being sent up for the B.A. degree in physical science by institutions which do not comply with the lowest requirements of the science and art department. Lower down you speak of "University requirements not being what they ought to be." May I ask what are the particular requirements to which you refer?

A. 15.—I refer to the requirements in science as laid down in the Science Directory. The requirements of the Madras University fall fearfully below the lowest standard in England, especially as regards the practical nature of the science teaching.

Q. 16. (*A. 66.*)—On what grounds do you anticipate as "the result of the changes the Missionaries are so eager to effect," that the present standards would be lowered?

A. 16.—The grounds are that the past affords a criterion for the future. Missionary effort has always been exerted to reduce the standards and to exclude science.

Q. 17.—You say, "At the present time there are in Madras five members of the Presidency College, and four of the Christian College, who belong to the Senate." But for comparison is it not fairer to take the number appearing in the Calendar, as temporary absence is an accident?

A. 17.—If the two members of the Presidency College who are temporarily absent from Madras were to return, it would necessitate the removal of one of its present representatives. One of these members, also, will in all probability not return at all.

By THE REV. WILLIAM MILLER.

Q. 1.—I presume from your answer to question 36 that you regard it as desirable that bodies should appear to assist the State in bearing the burden of education. May I ask whether such bodies are likely to appear without the people being gradually but widely trained in the practical

management of tolerably advanced institutions, whether of the very highest institutions or nor?

A. 1.—I do not believe that the State can ever be relieved, except to a very partial extent, of the cost of higher education; and I further think that the only source from which this relief may be expected is by a spirit of practical liberality being evoked in the wealthiest classes.

Q. 2.—While probably every one would agree with you as to the necessity of State control over higher education, may I ask whether the direct supply of education is a necessary condition of State control over it,—whether, for example, the State has not sufficient control over higher education in Great Britain, where, nevertheless, management is local?

A. 2.—In the absence of independent agencies the State must in India take their place, but when those agencies appear, the State should afford every facility for their operation.

Q. 3.—So far as I understand the position taken up by the gentlemen you refer to in your answer to question 39, it is that the effects of religious faith do not at once pass away when faith is lost; that contact with high-minded men and other good moral influences have produced great moral benefit to Indian students, but that, with the loss of religion, the roots of morality are cut, and that the baneful results will show themselves more and more with each succeeding generation. May I ask whether you regard this opinion as sufficiently met by showing that the men of the present generation are morally improved?

A. 3.—I deny, in the first place, that their faith has passed away; the men of whom I have spoken are considered highly orthodox members of the Hindu community. I also deny that religion, in the true sense of the word, is in any way destroyed by the influence of Government education; and I think this answer sufficient.

Q. 4.—I fear you would regard it as an unfair statement of the difference between you and the gentleman you refer to were I to say that they take broad views of the welfare of the people of India as a whole, and regard the interests of India in coming generations, while you are content to look only at the present:—if you regard this statement as unfair, will you kindly say why you do so?

A. 4.—I have no reason to suppose that Missionaries take very broad views on this matter. Such views have been usually attributed to their opponents.

Q. 5.—Passing to your answer to question 64, I suppose I may presume from your lament over the defective laboratory arrangements of the Christian College, that you would favour the most liberal help being given to it, or to any college similarly circumstanced, in improving its means of scientific instruction?

A. 5.—Most undoubtedly I would. That is to say, under certain limitations. I would not, for instance, advocate that a Government college should be left inefficient, in order that a Missionary college should be made efficient.

Q. 6.—You say in the same answer that there are at least half-a-dozen provincial colleges in Bengal quite equal in equipment to the Presidency College in Madras; will you kindly name them, so that the Commission may enquire at leisure into the statement?

A. 6.—I refer to the colleges at Hooghly, Dacca, Patna, Krishnaghur, Lahore, and the Muir Central College, Allahabad, &c.

Q. 7.—You refer in the same answer to a gentleman who has, you say, no qualifications in science: by qualifications I suppose you mean that he has no scientific degree?

A. 7.—I mean that he holds no diploma qualifying him to teach science.

Q. 8.—Is scientific education in England so well organised as to make it safe to infer that no one is qualified to teach science unless he has such a diploma?

A. 8.—I know of no one teaching science in England who does not possess qualifications of some sort.

Q. 9.—With reference to the gentleman you refer to, may I ask whether you are aware that he studied and worked for three years in one of the best laboratories in the north of England?

A. 9.—When I had the pleasure of making acquaintance with that gentleman some years ago, he made no pretensions to possessing a knowledge of science. Since that time, with the interval of a single year he has been in Madras. Moreover, the greater portion of his residence in India has been spent in teaching up to the Matriculation standard. If it be true that he studied for three years, it must have been before he came to this country; and it is difficult to understand how the three years' study did not obtain for him some qualification.

Q. 10.—May I ask whether you are aware that he also worked under Professor Bloxam at University College, London.

A. 10.—I am not aware of it; nor of the circumstance that Professor Bloxam was ever connected with the institution you mention.

Q. 11.—May I ask whether you are aware that in botany, physiology, anatomy (including dissection), in materia medica, and therapeutics he received the education required for an M.D. of London?

A. 11.—It is impossible that he could have received the education requisite for an M.D. degree of London until he had passed the three examinations which precede that examination. No person would study for the M.D. until he had passed the preliminary scientific, and the 1st and 2nd M.B. examinations, none of which the gentleman referred to has passed.

Q. 12.—It is impossible that he should have attended the courses for the M. D. degree?

A. 12.—There are no courses for preparing candidates for the M.D. degree of the London University. Men who appear for this degree must have reached a mature age and have passed several consecutive years in professional practice before they can obtain the M.D. degree of London. [*Vide* the London University Calendar.]

Q. 13.—You speak in the same answer of some "agitation" that some gentlemen in Madras have been helping. I suppose I may take this as referring to the repeated protests that have been made against the policy of the late Director towards aided education, since this is the only thing I have heard of that could possibly be represented as a help to agitation?

A. 13.—I refer to the paper entitled "Answers to Queries on the working of the Educational Despatch of 1854;" this paper contains several statements signed by certain Madras Missionaries—to page 5, where the abolition of the Madras Presidency College is referred to, and also to a statement on page 2 that a cry of alarm was raised by the Presidency College as soon as the Christian

College became a serious rival to it, both of which statements are incorrect.

I refer also to a letter by the Rev. Mr. Miller, which appeared in the *Free Church Monthly*, in which he states that it is tolerably well known that the Madras grievances had a large share in the formation of the Commission. In the same paper it is also stated, presumably by the Editor, that Mr. Miller more than any other has brought about the Commission.

Q. 14.—I presume that that paper to which you refer as published by the Council on Education in India is one laid before this Commission in February last, entitled "Answers to Queries on the working of the Education Despatch of 1854"?

A. 14.—I presume so.

Q. 15.—Have you observed that in the statement to which you refer about Pacheappah's College and the Christian College, doing the work of the Presidency College, the reference was exclusively to the work that was being done by the Presidency College when the statement was made, and had no bearing on any possible future developments?

A. 15.—There was no reference to any future developments. The paragraph refers to the abolition, at an earlier or later date, of *all* Government colleges and high schools, regardless of the development they have attained to.

Q. 16.—May I ask whether men could be expected to supply all needed limitations and exceptions to their statements when they were defending the work of their lives against an enemy who was supposed (though, as is now apparent, erroneously supposed) to be backed by the whole strength of a great department or even of Government itself?

A. 16.—Before they make such sweeping assertions as those contained in the pamphlet referred to, they should have assured themselves of the accuracy of the statements on which their accusations are based. The attack was altogether unprovoked.

Q. 17.—May I ask whether one limitation was not supplied to the statement about the three colleges in Madras of which you have made no mention in your evidence, *viz.*, that Pacheappah's and the Christian Colleges should receive the support to which the rules entitle them; and are you aware that this condition is not at present fulfilled in the case of either of these colleges?

A. 17.—I deny that were all the support which the rules at present in force admit of, given to the colleges mentioned, they would be fully competent to do all the work of the Presidency College.

Q. 18.—In your answer to question 64 you give it as your opinion that professorships of biology, geology, &c., should be added to the Presidency College, and laboratories and other appliances arranged for at an expense which can be met only by State funds; may I presume that there is little hope of securing this unless there be at least some diminution of State expenditure on education in some direction?

A. 18.—I advocate no diminution of expenditure in any direction, but advocate a largely increased expenditure in many; with this proviso, that I disapprove of the maintenance of Missionary institutions at any cost to the State where public opinion in those localities is opposed to such maintenance.

Q. 19.—It strikes me that your proposals might afford the basis of a very amicable adjustment between you and the gentlemen you oppose. The State might possibly leave the field more open for independent bodies to take up the teaching of those subjects which require no great outlay for apparatus, and might devote its own energies in the model colleges which you desire to see, mainly to instruction in the subjects that require such an array of museums, laboratories, and the like as no resources but those of the State can supply. The grants-in-aid might be so arranged that no students should be forced into those Christian colleges which enjoy so little of your favour. The resources of all kinds that are available for high education might thus be made mutually supplementary instead of antagonistic. May I ask what your opinion would be of some such scheme as this?

A. 19.—I scarcely concede this point; but I admit that literary education affords a wider field for the development of local and private enterprise than a scientific education does, for the reason that a scientific education is necessarily more expensive than a literary one, and is in this country, therefore, more dependent on the State.

Q. 20.—In the 2nd paragraph of your answer there are various points so trivial that I regret to take up your time and that of the Commission by referring to them; but since you have introduced them, may I presume that you wish the Commission to understand them fully?

A. 20.—Undoubtedly.

Q. 21.—As your reference is to "Answers to Queries," a document published in London, which was in the hands of the Commission early in February last, I suppose it must allude to the state of affairs in Madras at least a year ago, or quite possibly a great deal more?

A. 21.—I did not know that it was in the hands of the Commission, and my remarks were intended to draw attention to it.

Q. 22.—May I ask how in this utterance of the Council on Indian Education there can possibly be "the intention to create the impression that Government servants are alike opposed to Missionary enterprise and aided education," when, on referring to the document in question, I find these words used by a body that favours aided education so strongly as the Council—"of course many of the Government servants are capital men"?

A. 22.—I have no notion of what the Council mean by many of the Government servants being "capital men," and I do not know that it implies that to be "capital men" involves the favouring Missionary and aided education.

Q. 23.—May I ask whether in saying that only 14 educational officers are members of the Senate, and again that there are at present in Madras 5 members of the Presidency College who belong to that body, you include or exclude those who are on leave?

A. 23.—In the case of the 14 educational officers I include all the names given in the last calendar. In my other reference I exclude two members of the Presidency College who are at present on leave, one of whom, however, is not likely to return, and whose return would necessitate the removal of one of the five.

Q. 24.—May I ask how the fact that two professors in the Presidency College have taken leave and that one has unfortunately died in the present year shows it to be an incorrect and misleading statement that seven professors were members of the Senate a year ago, or quite possibly a great deal more?

A. 24.—I am under the impression that there were not seven last year. One of these, however, was temporarily acting at the Presidency College,

and I consider it unfair to exclude the Secretary of the Free Church Mission from the list of the representatives of the Christian College.

Q. 25.—Will you kindly explain how there being at the present time four professors of the Christian College on the Senate (I can find only three in the calendar, but that is a mere detail), will you kindly explain how there being a larger number now, whatever the number be, shows it to be an incorrect and misleading statement that there were only two a year ago, or quite possibly a great deal more?

A. 25.—I refer to my previous answer. I think it unfair to conceal the fact that the Secretary of the Free Church Mission, who was for years a professor in the college, and is one of its most ardent supporters, should be omitted from the list of representatives of that institution.

The statement was incorrect in the sense that the name of the Secretary of the Free Church Mission was excluded.

Q. 26.—With reference to the conclusion of your answer to question 68, will you kindly say whether you regard it as good for the community or not that exertions should be made by the people to secure education for themselves?

A. 26.—I consider that evil may sometimes work for good. I do not think that Government ought to depend upon such feelings as those referred to for the development of local effort in education.

Q. 27.—With reference to your statements in answer to Mr. Fowler, question 6, in which you refer to the rate of fees at the Tinnevelly and other colleges, and refer also to floating rumours which have come to your ears, are you aware that the provincial committee is collecting statistics upon all such points with regard to each college individually, so that it is not necessary to enter into them at present?

A. 27.—I made my statements on the authority of the Report on Public Instruction in the Madras Presidency, which I presume is the highest available. The Education Commission is in no better position to ascertain the truth concerning the rumours referred to than a private individual, probably much less so.

Q. 28.—Are you aware that in the speech of Mr. Miller's from which you quote, he distinctly says that the effect of raising up a race of atheists would follow if there were no other influences at work in India than those of Government Colleges, but does not anywhere affirm that these influences do as matter of fact stand alone?

A. 28.—Inasmuch as only those students who are educated in Missionary colleges are exposed to those counteracting influences, those who receive their education at the hands of Government must be, according to the Rev. Mr. Miller, atheists, &c.

Q. 29.—Are you aware that Mr. Miller, looking at the whole facts of the case and taking into account the other influences that exist, distinctly suggests in his speech that, upon the whole, what Government has done has been probably the best that Government could have done?

A. 29.—From a perusal of Mr. Miller's speech I cannot see that he makes any such suggestion.

Q. 30.—Are you aware that the whole lesson which Mr. Miller meant to enforce in his speech was not that Government colleges should cease to exist, on which he offered no opinion, but simply that the whole future of India should not be moulded by their influence *alone?*

A. 30.—I do not see how Mr. Miller can reconcile this view with his recommendation that all Government colleges should be abolished.

Q. 31.—May I ask when and where Mr. Miller made the statement that all Government colleges should be abolished?

A. 31.—In the paper published by the Council on Indian Education at the top of page 5.

By THE REV. DR. A. JEAN.

Q. 1.—Mr. Cecil M. Barrow, Principal of the Kerala Vidyasala College at Calicut, has, in his evidence established a comparison between the three principal first grade colleges of Government and the three principal aided institutions of the second grade; and also between three second grade colleges of either kind; wherein he shows that the aided institutions of the same grade are not much inferior, while the aided institutions of the second grade are notably superior.

Do you think that comparing the results obtained by the three best Government institutions with the results obtained by the three best aided institutions, as Mr. Cecil Barrow has done, affords a sufficient ground to judge of the average efficiency of those two classes of institutions?

A. 1.—It is impossible to form a correct estimate except by comparing the results of a large number of years. As an illustration, the Kerala Vidyasala College passed this year 75 per cent. of its pupils for the First Arts Examination, while it passed but 50 per cent. of its pupils in the previous year. But I disapprove of these comparisons, as the results they lead to are frequently most fallacious.

Q. 2.—You say that the greatest defect of our present system of education is its purely literary character (answer 25, 3rd para.) And you advocate the introduction of a much larger quantity of scientific instruction. Do you mean that too much time is spent on the study of English and of the vernaculars, or too much care bestowed generally on the study of language?

A. 2.—No, I mean that certain students should be allowed to select a scientific education instead of a literary one, and some step has been made in this direction by the institution of the B.Sc. degree, for which at present there are unfortunately no means of preparing candidates.

Q. 3.—How can a man write or lecture on scientific subjects, and contribute to the spread of scientific studies, if he is deficient in literary accomplishments?

A. 3.—The standard of literary attainments necessary for this purpose is much lower than that which should be reached by those who make literature their sole study.

Q. 4.—In your answer 53 you say you would not levy the maximum fee from students whose parents are in receipt of an income of less than R75 per mensem; that such students should not pay more than half of the maximum. Are you aware that, if your proposal were accepted, not perhaps a single student in many places out of Madras would pay full fees?

A. 4.—If that be the case, I consider our fees bear an undue proportion to the income.

Q. 5.—With reference to No. 64.—One of the strongest arguments brought forward by those who advocate the suppression of Government higher institutions, is the enormous expenditure which they cost to Government. May I ask you

whether you have anything to say that may weaken the force of the argument?

A. 5.—I have not the figures before me, but a reference to the last Report on Public Instruction in this Presidency proves that the saving which would be effected by the abolition of all the Government colleges, or rather by transforming them into aided colleges, would be insignificant, whilst the injury which would thereby result to education would be immense.

Q. 6.—Would you kindly state what class or classes of persons in this Presidency advocate the suppression of the Government institutions for higher education, and also state the chief motives by which they are, in your opinion, actuated?

A. 6.—The only class, so far as I am aware, which advocates the abolition of Government institutions is the Protestant Missionaries. And their object undoubtedly is to obtain a greater influence than that which they at present possess.

Q. 7.—May I ask you, in reference to one of your answers to Mr. Miller, what do you think of the effects, whether present or future, of a religious instruction which is 1st, imparted, as in most mission schools, to pupils compulsorily; 2nd, which is in opposition to the religious belief of the pupils; 3rd, which they listen to, but do not embrace? Do you think that such a religious teaching is likely to strengthen Hindu pupils in their own faith, or simply to make them more irreligious?

A. 7.—It is likely to inspire contempt for Christianity, and to awaken doubts in their minds as to the honesty of its professors.

By THE PRESIDENT.

Q. 1.—With regard to your statement in answer 64 of your evidence that the Christian College "possesses nothing which resembles a laboratory;" have you lately visited the laboratory of the Madras Mission College; and if so when?

A. 1.—I visited the Madras Christian College some three years ago and then found nothing which resembled a laboratory.

Q. 2.—Are you aware that a room with fair chemical appliances has since been provided in the Christian College?

A. 2.—I am not aware of the fact; but funds are now being raised to build a laboratory.

Q. 3.—When you speak in answer 64 of your evidence of the absence of appliances for the study of chemistry in that institution, on what evidence do you go upon that such appliances do not exist?

A. 3.—I speak of what I saw three years ago. I also speak from what I have been told last July by Vasudeva Row and Pranitartiharan, two students of the Madras Christian College, who have joined the Presidency College. I refer, moreover, to the opportunities which I have had in teaching the Normal school students of ascertaining the attainments of the graduates of the Madras Christian College. I name Kallapiran Pillay in last year's class; and Kottalingam and Asirvadhan in this year's class.

Q. 4.—Do you know whether Vasadava Row and Pranitartiharan, whose statements you have quoted, studied chemistry at the Madras Christian College?

A. 4.—I know they belonged to the physical science class and therefore must have studied chemistry.

Q. 5.—I must again ask whether you know that they studied chemistry?

A. 5.—I can give no further answer to that question; the answer I have already given is sufficient.

Q. 6.—Do you think it fair to state that a college which you have not visited for three years, "possesses nothing which resembles a laboratory."

A. 6.—I consider it quite fair to do all in my power to promote what I consider a sound education, by pointing out any defects which come to my notice.

Q. 7.—Do you think it fair to assume that the state of things which you saw three years ago in an Indian college still exists, when you have not taken the trouble to visit it since then, and when that college has during these three years carried off the highest honour which the Madras University awards for physical science?

A. 7.—I consider it fair to assume this when there is abundant evidence to show that it is so, and when there is no evidence to the contrary. I have already stated my views about the Arni medal and the worthlessness of the examination on the results of which it is conferred.

Q. 8.—Would not the best and most easily obtained evidence have been a visit to the college, before you stated that it "possessed nothing resembling a laboratory?"

A. 8.—There are reasons preventing my visiting the college which it is not necessary to explain.

Q. 9.—Since you were unable to take the simple course of obtaining ocular evidence, what other evidence did you procure before making this statement?

A. 9.—I had ocular evidence three years ago: the indirect evidence I have already mentioned, and I have the impression created on my mind by what my students say. The fact I state is sufficiently notorious.

Q. 10.—Do you think that ocular evidence obtained three years ago, and the general impression created on your mind by statements made by your students belonging to a rival institution, are sufficient to warrant your statement?

A. 10.—I do, but as you appear to misunderstand me I must state that I do not deny that the Madras Christian College has a room used as a laboratory. I did not intend to say that such was not the case. I mean that their laboratory is not what it ought to be; that it does not fulfil the lowest requirements of the science and art department, and is therefore not entitled to be called a laboratory. I repeat that I never intended to assert that they have no room which they use as a laboratory. I think we have misunderstood each other; I strongly advocate the building of a proper laboratory for the Madras Christian College. My remarks were as strongly directed to that object as to any other.

Evidence of G. BICKLE, Esq., *Acting Inspector of Schools.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—For four years I was first assistant master in the Presidency Normal School, for six years head master, Provincial Normal School, Vizagapatam, for rather more than twelve years

Principal of the Presidency Normal School, and for nearly three years I have acted as Inspector of Schools in the fourth, third, and second educational divisions of this Presidency.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The system of primary education, as now existing, I consider to be in a very unsatisfactory condition, almost everything that is taught being committed to memory and very little of it properly understood; yet there is little doubt that it is capable of development up to the requirements of the community.

The present system of administration has now been in existence for several years and has been found to work well. The course of instruction now followed also seems to me well adapted to the requirements of the people.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary instruction is not confined, so far as I am aware, to any particular class; but it is by no means sought for by the people in general. Certain classes, however, are more desirous of educating their children than others, and thus, there are comparatively few Brahman boys in the whole Presidency who are not more or less educated. The Komatis and others engaged in trade mostly desire their sons to receive a very elementary education, but the ryots, weavers, and other handicraftsmen, unless they are exceptionally well-to-do, are indifferent about education.

The only class which is practically excluded from primary instruction is the *pariahs*, as no Brahman teacher and very few other caste teachers will admit pariah children into their schools owing to caste prejudices.

The influential classes in villages are chiefly the village officials, namely, the Reddi and Kurnam with occasionally a rich ryot and a rich merchant, and these are mostly quite indifferent about the extension of elementary instruction to others of the villagers than their own immediate relatives.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—Indigenous schools may be divided into two classes, those which for centuries have remained what they originally were, and those which have effected more or less improvement in consequence of being aided under the results grant system; and such schools probably exist in two-thirds of the villages scattered throughout the districts of which I have a personal knowledge. The former class of indigenous schools, according to all accounts, have existed from time immemorial. In the purely indigenous schools, the following subjects are taught:—

(1) *Reading*,—some difficult peom in a purely mechanical manner.
(2) *Writing*,—as far as current hand.
(3) *Arithmetic*,—sufficient for bazar transactions. The kind of arithmetical operations required are taught by examples and in such a mechanical way that the children can very rarely adapt them to other examples differing from the model examples to the slightest extent.

They are also made to commit to memory a variety of poems and songs. With regard to *discipline*, it can hardly be said to exist in village schools. When the children are not engaged in simultaneous repetition, which is the way almost everything they know is acquired, they do almost what they like and make as much noise as they please; the master threatens them; a temporary lull ensues; the process is repeated, till by and by the teacher pounces upon them and flogs them indiscriminately: occasionally, it is said, punishment amounting to torture is inflicted, but such cruel punishment is now, I believe, almost abandoned.

Fees varying according to the circumstances of the parents of the children are levied either in money or kind from one rupee down to one anna a month.

There is, strictly speaking, no selection of the masters; in many cases, perhaps the majority, the village teachership is hereditary, and this is particularly the case when the teachers are Bhahmans, Bhattu rajus, Lingayats, and Jangams. In other cases, men who can find no other profitable employment, take to school-keeping. All of the hereditary teachers possess the qualifications which are considered sufficient for their office, while comparatively few of the latter class are competent to teach what they profess to do.

Of late, an elementary Normal school has been established in every local fund circle in the division I am now in charge of except two, one of which, however, will immediately be provided with one, and the other, probably before long. In one circle (Masulipatam) there are two—one of them being maintained by the local fund board and the other by the C. M. Society, aided from provincial funds; and a second will be opened in the Kurnool circle in January next. In course of time, as the number of trained masters increases, a considerable number of the improved indigenous schools will be provided with efficient masters, and as the present conservative masters of purely indigenous schools die out, their places will be gradually taken by better men.

The great majority of village teachers have already accepted State aid in the shape of results grants, and in most cases have readily conformed to the rules when they have understood them.

As already stated, the grant-in-aid system has been extended to a considerable extent to indigen-

ous schools; and in the course of a few years more, it is not at all unlikely that every indigenous school will be placed under the results system.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I do not consider that home instruction exists to any considerable extent in the parts of this Presidency with which I am acquainted; and where it does exist, it is confined to the families of rich men in large towns. In some few cases, private tuition is solely depended upon; and in other and more numerous cases, private tuition is used as an auxiliary to public school education. A boy educated entirely at home does not usually make such satisfactory progress as one educated at a public school, chiefly because of the inferior abilities of the private tutors employed, the amount of remuneration given being almost always insufficient to secure the services of competent men; and to a less extent owing to the absence of that healthy stimulus to exertion—emulation—which exists to a greater or less extent in all schools.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Where a fair opening exists in a village for a teacher, a teacher of some sort is now usually forthcoming; and as secondary education spreads, an increasing number of fairly well qualified young men will be found ready to take up the masterships of village schools.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—Since the passing of the Local Fund Act in 1871, funds for primary education in rural districts have been very successfully administered by the local fund boards.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against municipal funds, what security would you suggest against the possibility of municipal committees failing to make sufficient provision?

Ans. 8.—Each municipality should maintain one or more middle schools according to the requirements of the town, and one or two well-equipped primary schools; and middle schools ought, I consider, to be managed and supported by municipal committees, and the great majority of primary schools, aided by results grants from municipal funds.

According to present arrangements, the educational portion of each municipal budget is submitted to the Director of Public Instruction, who reports upon its adequacy or inadequacy; and if the latter, it is usually altered to meet the necessary requirements of the municipalities.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—*Vide* answer to question 4, part 5.

Village schoolmasters are usually looked down upon by the rest of the villagers, and in some cases, regarded with absolute contempt; such being their social *status*, they are not in a position to exercise a beneficial influence among the villagers. But, as better educated men are gradually introduced into village schools, they will gradually secure more respect.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—Perhaps, if elementary agriculture were made a compulsory subject in the fourth standards in rural elementary schools where such standard exist, it might be productive of good; but at present it would be impracticable, as not one village teacher in five hundred is competent to teach as it ought to be taught.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—In every school in this division which is attended altogether or principally by natives, the vernacular which is the dialect of the people is taught.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—Decidedly so.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—I have heard occasional complaints made by villagers that the rates of fee demanded by these teachers is too high, but as a general rule, I believe that they are fairly well graduated to the circumstances of the children's parents. Perhaps, when the present results-grant system has taken a greater hold on village schools, it will be practicable to determine the rate of fee which should be levied for the different standards: but at present I should not consider such action advisable.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—When the number of Deputy Inspectors is increased to such an extent that the area each one is in charge of can be thoroughly supervised, his more frequent visits to villages than are now possible, and his superior influence, will doubtless succeed in increasing the number of village schools. There are, at present, a considerable number of villages the inhabitants of which wish for the establishment of a school but they are not willing to pay such rates of fee as would suffice for the support of a teacher. In such places, a Deputy Inspector might be able to convince the people of the advantages which a little more sacrifice in the shape of increased fees, would accrue to them, and thus succeed in establishing a school. Such schools would be gradually

rendered more efficient by the introduction of trained teachers, which it is the object of the elementary Normal schools to supply.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I cannot call to mind a single instance; and the reasons probably have been that the people have been perfectly satisfied with the Government high schools established, and unwilling to take upon themselves the cost of their maintenance.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—I do not know of any.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—So far as my knowledge of this division extends, I do not know of any gentlemen ready to come forward to aid in the establishment of a school upon the grants-in-aid system.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—The whole educational system as at present administered in this Presidency is, I believe, one of perfect neutrality.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your Province, and do you consider it adequate?

Ans. 21.—Government and aided schools and colleges are chiefly taken advantage of by Brahmans, officials, and rich or well-to-do people of other castes or occupations.

The wealthy classes in this Presidency do not pay anything like the rate of fees which they would do in a country like England where *wealth* is now pretty nearly the equivalent of *caste;* but as long as the rich are content to send their children to the same school as the children of the poor, it would hardly be practicable to graduate the rates of fees according to the circumstances of the children's parents.

The rates of fee required to be paid in Government and aided colleges and high schools are shown on page 46 of the Standing Orders for Government schools in the Madras Presidency. In all cases, the fees levied in Government institutions are higher than those required to be paid in aided institutions. The highest rate of fee charged in Government colleges is Rs. 5-0; and in Government high schools, Rs. 3-8; and in aided colleges Rs. 3-8, and aided high schools, Rs. 2-8. The fees have been revised and raised from time to time by Committees appointed at Madras, and probably the time has come when they might be further increased.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—There was one proprietary school established at Madras some years ago, but it collapsed a year or two since.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—As a general rule, I do not consider that a non-Government institution of the higher order when in direct competition with a similar Government institution, can thrive so well as the latter, for the following reasons:—

(i) The masters of Government institutions are better paid than those of non-Government.

(ii) Service in the former is pensionable, while it is not in the latter.

(iii) There are better prospects of promotion in Government schools than in non-Government schools.

(iv) Masters in Government schools are less liable to removal than in non-Government schools.

(v) As a consequence, masters in Government schools are less desirous of changing their occupation.

Ques. 24.—Is the cause of higher education in your Province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—In some parts of the Presidency, I believe, it is, owing to boys migrating from one school to another during a session from trifling causes. The only possible remedy is for the head masters of different schools in the same locality to come to an understanding as to the circumstances in which the removal of a pupil from one school to another would be permitted.

Ques. 25.—Do educated natives in your Province readily find remunerative employment?

Ans. 25.—At present, owing to the supply being greater than the demand, there are considerable numbers of educated Natives who do not readily find immediately remunerative employment. The great object of the vast majority of educated Natives is undoubtedly to secure employment under Government, exhibiting their preference for the various departments in the following order:—(1) the revenue, (2) the judicial, (3) the registration, (4) all other than the educational, (5) the educational. After Government service, the most popular employment is that of law in its various grades of pleader in the district munsiff's courts, pleader in district courts, vakil in the High Court, and barrister. Those who fail to secure Government employment or to pass the necessary law tests become masters in aided local fund and municipal schools, clerks in local fund, municipal and merchants' offices; while some few turn their attention to medicine and agriculture, and the establishment of private schools.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the prac-

tical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—My experiance is, that in almost every case the whole energy of both teachers and pupils preparing not only for matriculation, but also for other examinations, is directed to those particulars which enable them to pass the examination, and that anything which would not "tell" at the examination is more or less neglected; and thus it is a matter of almost universal complaint that the handwriting, spelling, and English reading of the pupils who pass out of our schools are very inferior.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—This country undoubtedly requires for its advancement a far larger number of educated people than it at present possesses; I do not, therefore, think that the number of pupils who present themselves for the University Entrance Examination is unduly large.

Ques. 29.—What system prevails in your Province with reference to scholarships, and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools?

Ans. 29.—A number of Government stipendiary scholarships is awarded on the results of the F.A. and matriculation examinations, which are open to the pupils of either Government or aided schools; and other stipendiary scholarships have been established for the benefit of particular schools, both Government and aided. Free scholarships tenable in either Government or aided schools are also awarded on the results of the F.A. and matriculation examinations. Free scholarships tenable only in Government schools are bestowed upon the most successful pupils in the middle school and comparative fifth and lower fourth classes examinations. A few scholarships are also reserved for Muhammadan and Uriya pupils. But not more than 5 per cent. of free scholars exclusive of those upon endowments, are allowed in either Government or aided schools.

Ques. 30.—Is municipal support at present extended to grant-in-aid schools, whether belonging to missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—In all the municipalities in the mofussil, results-grants are extended to schools for boys of every denomination up to the third standard, and this aid will be continued so long as the present Act regulating the affairs of municipalities remains in force.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—The University curriculum does not afford any special training for teachers any more than it does for other occupations. Normal schools are, therefore, necessary for the training of young men who intend to become teachers. This necessity is now fully acknowledged by the Madras Government, who insist upon all the masters employed in Government schools passing through the Presidency Normal School, and contribute a larger grant-in-aid for trained masters than for untrained men.

Ques. 32.—What is the system of school inspection pursued in your Province? In what respect is it capable of improvement?

Ans. 32.—For inspection purposes, the whole Presidency is divided into six divisions, each division comprising from three to five zillas. Each division has one Inspector of Schools and a number of Deputy Inspectors of Schools; each Deputy Inspector supervising a number of taluks, the area supervised being called either a circle or a range according as it includes the whole number of taluks forming a local fund circle or those forming a part of one; and subordinate to most of the Deputy Inspectors, are one or more Inspecting-schoolmasters, each of whom has to do with either one or two taluks. The particular duty of the Inspecting schoolmaster is to visit the villages in his charge with the view of starting new schools in villages without them, and of improving those village schools already in existence. The Deputy Inspector's principal business is to examine results-aided schools for grants; he has also to examine and report on all Government and salary-grant middle schools, to visit, examine, and report on to the Inspector all middle and primary results-grant schools twice or three times a year according to the extent of his circle or range. The Divisional Inspector traverses his division once a year, and inspects and reports on to the Director of Public Instruction all higher and middle class schools in his division as well as all municipal and primary schools that come within his reach.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—The text-books prescribed for use in Government schools which with the exception of English Readers in mission schools are those also used in aided schools, seem to me to be well adapted for the purposes of general education.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—For a complete system of general education, every village or group of hamlets containing a population of four hundred, should have its primary school; every taluk, a middle school of the first grade; every municipality a high, one or more middle schools, and several primary schools; and two or three districts, a college; besides technical schools, one or more advanced Normal schools, and one or more elementary Normal schools for each local fund circle. The colleges should either be subsidized or maintained by the State according to circumstances, that is, whether any private agency were able to maintain it in an efficient condition or not. The high schools should be managed similarly to the colleges. The municipal middle schools should be supported by the municipalities and taluk middle schools by local fund boards, aided by the State or not according to the financial consideration of the municipality or local fund circle; and primary schools should be aided on the results-grant system from municipal or local funds. All technical schools and superior Normal schools would require to be entirely supported by the State.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent

from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 37 & 38.—If the Government were to withdraw from the direct management and maintenance of the high schools and colleges which they now support, the result, in my opinion, would be their immediate collapse, as I do not believe that a sufficient number of people in affluent circumstances would be found to combine for their maintenance even with a fair share of State aid.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your Province? Have you any suggestions to make on the subject?

Ans. 40.—All Government high schools are either provided, or are about to be provided, with sets of gymnastic apparatus, and it is compulsory upon all pupils of these schools to practise with them under a competent instructor a certain amount of time daily, and the apparatus is open for practice out of school hours; aided schools are also allowed a grant towards the purchase of such apparatus. Government middle schools have also been promised or supplied with apparatus in all cases in which the number of pupils is large enough to pay for the services of an instructor by the contribution of an extra fee of one anna a month. Cricket clubs have also been established in connection with various schools.

Ques. 41.—Is there indigenous instruction for girls in the Province with which you are acquainted; and if so, what is its character?

Ans. 41.—There are no separate indigenous schools for the instruction of girls in this division, but a good many girls are reading in village boys' schools, both unaided and aided.

Ques. 42.—What progress has been made by the Department in instituting schools for girls, and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—In this division there are no girls' schools supported from provincial funds, but there are municipal girls' schools in Adoni and Anantapur, four salary grant girls' schools in the town of Bellary, and two salary grant girls' schools at Bezwada. There are also several results grant girls' schools scattered over the whole division, the great majority of which are under Missionary management; and there are a good many girls in village boys' schools, the total number of pupils at the present time being about 2,500. Education, it must be understood, in all its stages, is very backward in this division; and this is especially the case with female education. But I am of opinion that all has been done that could legitimately have been done for the extension of female education.

The kind of instruction imparted in girls' schools is nearly the same as that in boys' schools of a similar grade, with the addition of needle-work.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—A good many of the so-called boys' primary schools are in reality mixed schools; and there seems to be no objection raised against girls reading in boys' schools up to the age of eleven or twelve; but beyond that age, owing to the peculiar views entertained in this country with regard to the relation of the opposite sexes, no girl is permitted to attend the school after that age, unless she belongs to the caste of dancing-girls.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—The amount of results grants allowed for girls, whether reading in girls' or mixed schools, is larger than that sanctioned for boys reading under the same standard, by 75 per cent. Separate grants are also given for needle-work; but the conditions on which aid is given are the same for both boys and girls.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your Province unnecessary?

Ans. 48.—I do not think so.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—I do not know of a single instance.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—Speaking for myself, I can reply in the negative. If the few European head masters now occasionally required by the department possessed an acquaintance with the art of teaching and school management before coming to in this country I believe it would decidedly be better for the schools in their charge. With regard to Native masters, I have already stated that they have to undergo a course of training in the Presidency Normal school before they can be confirmed in any Government school-mastership.

Ques. 51.—Is the system of pupil teachers or monitors in force in your Province? If so, please state how it works?

Ans. 51.—No; I am not aware that any pupil teachers or monitors are employed in any school in those districts of the Presidency that I am acquainted with, the more satisfactory system being pursued in middle and higher schools of having a separate master for each class.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—*Vide* answer to question 21, part 2.

Ques. 54.—Has the demand for high education in your Province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—In some parts of this Presidency it is the case; and private unaided schools educating up to the matriculation standard have to my knowledge been opened in the following places by graduates of the Madras University: Cumbaconam 3, Negapatam 1, Tanjore 1, Trichinopoly 1, Madura 1.

The lower the attainments of Native teachers, the less are they to be depended upon for a satisfactory discharge of their duties, and consequently, they need some direct stimulus to make them do their work as it ought to be done; this stimulus, I believe, is well supplied by the payment for results; and hence, I would restrict the extreme limit of this kind of aid to the highest class in a middle school, that is, a class preparing its pupils for the middle school examination.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—For the system to be useful, the standards laid dowm for the various classes should be such as with a fair amount of application on the part of both teachers and pupils, the subjects prescribed might be thoroughly well done in the course of a year, the grants should be awarded annually on the results of a fairly searching examination, and a certain minimum attendance should be required. To make it strictly equitable would be difficult, as various conditions would have to be taken into consideration, of which the following seem to me the principal—

(i) the desire for education shown by the people of the locality in which the school is situated.
(ii) the population of the same.
(iii) the number of schools in the same.

For it is evident that the master of a particular school would find his exertions rewarded by the amount assigned for results produced, to a smaller extent, in a village of equal size with another where the desire for education was less, in consequence of the smaller number of pupils which would attend the school; and supposing the desire for education to be equal in two places of different populations, it is clear a teacher would have a far better chance of securing a fair income in the larger place. Further, if a particular town were too abundantly supplied with schools equally well taught and conducted, the result would be an insufficiency of grant all round. But to make due allowance for these constantly changing conditions would be too complicated a matter to carry into practice.

Ques. 56.—To what classes of institutions do you think that the system of assigning grants-in-aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 56.—It may be inferred from the former part of my answer to the preceding question, that high schoools and colleges are the institutions that should be aided on the salary-grant system.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—In an acoustically well adapted and properly fitted class-room, the only limit would be that the most distant of the students should be within audible reach of the instructor without requiring from him any undue physical exertion in addressing them, and thus from 60 to 70 students could be taught almost with the same amount of ease as ten or a dozen. The case of schools is, however, different, as the pupils are not naturally so attentive as students, and school-rooms do not usually admit of the same perfection of arrangements as college class-rooms. The teachers also do not usually possess that power over their pupils which professors in colleges have over their students, and consequently the number in each class should be considerably smaller to be efficiently taught. It must, however, be borne in mind that a professor's or a teacher's work is by no means limited to the class-room, the number of exercises and examination papers to be examined and corrected occupying no small portion of his time. Taking all these circumstances into consideration, it is doubtful whether more than 50 students or 40 pupils could be satisfactorily dealt with by one man.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—The Government being perfectly neutral in regard to religion, there is no reason why it should withdraw from the management of colleges and schools on that account.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire Province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I believe myself that it would be decidedly beneficial that pupils in all classes capable of undergoing a public examination should be promoted to the next higher classes on the results of such examinations, as such promotions would guarantee the attainment of the proper standard of qualifications, which is not always the case now. The lowest class, according to the system of classification prevailing in this Presidency, that is capable of satisfactorily undergoing an examination chiefly on paper is, I consider, the lower fourth.

Ques. 63.—Are there any arrangements between the colleges and schools of your Province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—An association of the Principals, head masters, or Secretaries of all the principal schools in the town of Madras, except, I think, one, was formed several years ago for the purpose of preventing boys unduly migrating from one school to another; and its operation was attended with most beneficial results. Similar associations have also been formed in some, though not in all the large Mofussil towns in which there are two or more institutions of similar rank.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—I have already stated my belief that if Government were to withdraw from the direct management of most of the colleges and schools, the result would be disastrous to education, but should the time ever arrive when it would be considered safe to do so, I would advocate the retention of some colleges as models for other colleges, and would impose no limitations or conditions which would in any way tend to impair their efficiency.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—It would be a decided advantage if all the professors of what may be termed western branches of knowledge employed in colleges were Europeans. Logic and moral philosophy, and science, however, should, in my estimation, be taught by Europeans only.

Ques. 66.—Are European professors employed, or likely to be employed, in colleges under native management?

Ans. 66.—There are at present no fully developed colleges under Native management in this presidency; one or two of the present collegiate schools, namely, Pacheappah's and the Tinnevelly Collegiate School are, however, likely before long to become so; and a European Principal will doubtless be engaged for one, if not both of them. But it is very doubtful whether any other European professor will be appointed to them.

Ques. 67.—Are the circumstances of any class of the population in your Province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—The only class of the population in this presidency which require exceptional treatment in respect of English education are the poor whites and Eurasians, who are English-speaking classes; and their case is now, I understand, under the consideration of the Supreme Government. But provision has already been made by the Madras Government to admit as free scholars into Government institutions and to pay the fees for them in aided institutions of all the indigent members of this class in this presidency, limiting their education, however, to that imparted in primary schools. The Muhammadans of this presidency have also been awarded exceptional treatment, by establishing schools in various localities for their special benefit and by requiring them to pay only a half of the fees paid by the other sections of the community.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—In no part of the presidency that I have a personal knowledge of, do the people object to send their children to schools in which the various forms of Christianity are taught; as the time is gone by for mission agents making converts of the pupils in their schools. There will, therefore, be no objection on the score of religion for Government withdrawing from any existing school or college.

Ques. 69.—Can schools and colleges under native management compete successfully with corresponding institutions under European management?

Ans. 69.—There are no colleges, at present, under Native management, as already stated. But schools under Native management have, in several instances that I know of, competed successfully with those under European management.

Evidence of C. W. PEARSE, Esq., *Principal and Manager, S. P. G. College and Branch Schools at Trichinopoly.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what Province your experience has been gained.

Ans. 1.—Since my arrival in the Madras Presidency in 1863, my work has been entirely educational.

Ques. 2.—Do you think that in your Province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ques. 8.—What classes of schools should, in your opinion, be entrusted to municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against municipal funds, what security would you suggest against the possibility of municipal committees failing to make sufficient provision?

Ques. 30.—Is municipal support at present extended to grant-in-aid schools, whether belonging to missionary or other bodies: and how far is this support likely to be permanent?

Ans. 2, 7, 8, & 30.—I consider the system of primary education, that is, primary education, upper and lower, the stepping-stone to middle and higher education, as distinguished from purely vernacular education, has been placed on a fairly sound basis and is capable of development up to the requirements of the community, provided the local fund boards, municipalities, Missionary societies and private individuals interested in the spread of education, be sufficiently encouraged by liberal grants-in-aid. Municipalities and local funds may be fairly expected to do very much more than they do at present; *1st.*—By establishing Normal schools where teachers may be trained, who will in the course of time replace the present race of pial schoolmasters and thus bring a sound education within the reach of all who choose to avail themselves of it; *2nd.*—By establishing efficient schools wherever necessary, under competent teachers, paid partly by a salary and partly by a results' grant; *3rd.*—By the individual members taking a direct personal interest in the matter, and using their personal influence (sometimes very great) not only in the establishing of new schools wherever needed, but also in the well-being of those already in existence. The influence of the official members, if judiciously exercised, will be of great value by inducing the influential village authorities not only to interest themselves in the welfare of their own caste people, but also in the education of such of the lower castes as may care for it; *4th.*—Government might annually, through the Director of Public Instruction, call the attention of municipalities and local fund boards to any shortcomings and insist on their being remedied. Encouragement might also be given to members, who have shown zeal in the cause of education,

and Government might insist on a certain proportion of the annual receipts being spent on elementary education, bearing in mind, however, the other contributions which the municipalities are compelled now to make. A grant-in-aid from provincial funds, proportional to the amount expended by each municipality or local fund board, would probably stimulate these bodies and lead to greater activity than they display at present. To prevent any waste of public money, the educational budget should be annually sanctioned and revised by the Director of Public Instruction. Missionary societies and private individuals should be encouraged by sufficiently liberal grants, either salary or results, encumbered with as few restrictions as possible—the grants being only liable to be withdrawn on clear proof of inefficiency or dishonesty. At present, though results grants are nominally fairly liberal, yet, as it is stated in the Code that "rates less than the maximum may be given to any school where a smaller proportion is evidently sufficient," advantage may be taken to limit the grant in such a manner as to combine the illiberality and restrictions of the salary grant system with the uncertainty of the results! This, in fact, has already been done by the Srirungam Municipality—a notification having been published in the *Trichinopoly District Gazette* of the 6th May 1882 that "the amount which the teacher would receive as an annual grant if he were aided according to the salary grant rules, shall be considered to be the maximum that standard can earn." In the case of results grants also an annual application has to be made by managers, asking that their schools may be included in the list of those to be examined during the year, and whether the school will be so examined or not is not known often till nearly the middle of the year. (The corrected notification in the *Trichinopoly District Gazette* for the present year did not appear till June.) The annual examination of the results grants schools should also be made at the times notified in the District Gazette, and each Deputy Inspector should be able not only to visit each school at the notified time, but also to examine each individual scholar carefully and patiently, so that the Managers and teachers may feel that full justice will be done them.

I do not think municipal committees should be entrusted with the support and management of any schools above the upper primary, because, *1st*, all educational wants above the upper primary are already sufficiently provided for by Government, by Missionary societies, Native committees, and by private individuals; *2nd*, because the funds at the disposal of the municipalities are limited, and whatever money may be available should be spent on the development of primary and vernacular education; and *3rd*, because I fear there would always be a temptation to spend money on middle and higher class education, rather than on the lower. Municipal support is at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies, and whether this support is likely to be permanent will depend entirely on the action of Government. If the Government insists on the municipalities expending a certain percentage of their income on primary and vernacular education, they must necessarily do so, and they will willingly expend it in the way Government may think most advisable. The Trichinopoly Municipality, the only one with whose working I am practically acquainted, has under its direct management a number of elementary schools the teachers of which are paid according to the combined system—*i.e.*, partly by salary and partly by results grants. These schools are regularly visited and examined by the municipal inspecting schoolmaster, who sends in his diary weekly to a member of the municipal commission. A number of other institutions, primary and vernacular, not under the direct management of the Commission, are also aided, chiefly by results grants. At present it cannot well do more, as its expenditure is about equal to its income, but as soon as it has been relieved by Government of the police contribution, and if no other burden is thrown on it, it will be able to do much more than it now does. I think it is very desirable that in every case, Managers of schools, whether Missionary or otherwise, should have the right of appeal to Government, through the Director of Public Instruction, whenever they may consider themselves aggrieved. Probably such cases will not often occur, but with this safeguard, municipalities and local fund boards will be found most useful in the spread of elementary education. These agencies also might be most useful in aiding in the establishment of a system of vernacular education for the lower castes. There are very large numbers of the lower classes who remain uninfluenced and unbenefited by the present educational system, and they are likely to remain so, until their own apathy and the caste prejudices of those above them can be done away with. Among the higher castes, primary education is making good progress—primary education being only a stepping-stone to the middle, the middle to the higher, and the higher to Government employment, but the utter indifference of the lower castes to education of any kind can only, I fear, be fully overcome by compulsory education. Elementary vernacular education is what is wanted, and this the present system never can and never will supply. If all Inspectors of Schools, Deputy Inspectors, Principals, and head masters of all Government and aided colleges and high schools were, in the mofussil, to be made *ex-officio* members of local fund boards and municipalities, it would be advantageous to the cause of education. Strong educational sub-committees could thus be formed, and the wants of the towns and districts be more carefully enquired into and attended to than it is possible for them to be at present. Local fund boards and municipalities are already doing much good work, but a little additional stimulus would not be amiss. The following table, showing the numbers of each caste attending the municipal schools at Trichinopoly, will show clearly how indifferent the lower castes are to education; and if this be so in a town, how much more will it be the case in the rural districts? It will be seen that not a single washerman, Pariah, or Pallan, is in any of the schools, and only one Kallen and one Kusavan. The number of Brahmins attending these schools is small, but this is accounted for by the fact that the great majority of the Brahmin boys are reading in schools where English is taught. The same remark applies to the Komuties and to some extent to the Chetties, but not to the Valluvan, the Kallan, the Kusavan, the Pariah, or the Pallan. Other classes or castes, such as the Wudder, the Chuckler, the Koraver, are not represented in any way in the table. Scarcely any of them, male or female, have received, or care to receive, education of any kind.

LIST OF MUNICIPAL SCHOOLS (TRICHINOPOLY).

Number.	Names of Schools.	Names of Masters.	Caste of Masters.	Number of Pupils on the 30th June 1882.	Caste of Pupils.																										
					Muhammadans.	Native Christians.	Brahmins.	Vellalahs.	Kometies.	Kavarai.	Edayan.	Mahratta.	Rajaputhra.	Vanniyan.	Chetti.	Nattuvan.	Dancing Girl.	Goldsmith, &c.	Sathani.	Tailor.	Silk-weaver.	Maravan.	Padayachi.	Valayan.	Barber.	Raju.	Valluvan.	Kallan.	Kusavan.	Pariah.	Pallan.
1	Andar Street	Muthookomara Pillai	Vellalan	43	...	...	1	37	...	4	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	Rock Fort	A. Arunachela Mudaliar	Do.	29	...	...	...	19	...	3	...	...	...	...	...	2	2	1	...	...	...	...	...	1	...	...	...	.	...	...
3	Varatharaja P. K. Street	R. Sappani Pillai	Edayan	45	3	2	1	24	...	10	2	...	...	2	...	..	...	...	...	1	...		...	...	...	...	...	...	...	...	...
4	Pandamangalam	Runga Aiyanagar	Brahmin	28	...	...	19	...	...	1	2	...	...	...	...	1	...	..	1	...	...	...	...	2	1	...	.	...	...	...	...
5	Edytheru Palakarai	S. Soosay Pillai	Vellalan (Roman C. Christian)	57	...	50	...	1	...	1	...	...	...	2	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	..	...
6	Metuchinthamani	Venkatachelam Pillai	Vanniyan	24	5	...	2	4	...	1	...	...	...	2	...	...	...	1	...	...	...	...	6	1	...	...	...	1	1	...	...
7	Jaffir Sahib Street	Kather Batcha Sahib	Musalman	30	11	...	...	13	1	..	3	..	...	...	.	...	...	...	...	...	...	..	...	...	...	1	1	...	...	...	...
8	Puthoor	Palaniyandi Pillai	Vellalan	36	3	...	...	9	...	4	2	...	...	...	...	...	...	3	...	...	..	3	...	12	...	...	...	...	...	...	...
9	Kasupalayam	Vengadasawmy Naidoo	Naidoo	48	1	...	...	21	...	7	...	...	...	1	...	...	...	...	...	...	16	...	...	...	2	...	...	...	...	...	...
10	Vasandaroya Pillai Street	Abdul Azees Sahib	Musalman	30	14	...	...	11	...	2	...	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	Virupatchipuram	Vijearunga Pillai	Padayachi	26	...	...	...	...	...	5	2	...	...	...	2	...	...	...	...	...	..	6	11	...	...	...	...	...	...	...	...
12	Manjanakara Street	G. Rajagopala Naidoo	Kavarai	51	...	1	...	25	...	5	16	...	...	1	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	Thennur	Vencataramanuja Naidoo	Do.	44	7	...	...	9	...	14	1	2	2	1	...	...	...	7	...	...	...	...	...	...	1	...	...	...	...	...	...
14	Peria Kammala Street	Singaperumal Naidoo	Do.	25	...	2	2	3	...	7	...	...	...	...	...	...	...	8	...	...	...	...	...	...	3	...	...	...	...	...	..
				516	44	55	26	177	1	64	28	2	2	10	5	4	4	23	1	1	16	9	17	15	7	2	1	1	1	...	...

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) colleges, (*b*) boys' schools, (*c*) girls' schools, (*d*) normal schools?

Ans. 19.—The salary grants are one-third for teachers holding a Normal certificate; one-fourth for those who possess an ordinary certificate, *i.e.*, have passed the University or grade examinations and the written examination in method, have been favourably reported on by the Inspector of the Division, and have been engaged for two years as teachers; and one-fifth for those who have only passed some University or grade examination. Now, while it is most desirable that young men, before becoming teachers, should undergo a course of training in some Normal institution, I do not think it necessarily follows that a teacher so trained will be superior to one of some experience who has proved his efficiency practically. The Government Normal School, Madras, cannot provide annually a sufficient number of Normal students to meet the wants of higher education throughout the presidency and therefore it seems rather hard that old, experienced, well-qualified and well-tried teachers, should not be allowed to draw as large a grant-in-aid as a young and untried man, just fresh from a Normal school. Young men who wish to become teachers should be encouraged by Government to pass through a Normal school, and Managers will naturally prefer employing them, but where, for special reasons, Managers may prefer putting up with the inconvenience of employing untrained men, and are satisfied to draw the smaller grant for two years, there seems no reason why, when the untrained man has passed the method examination and has been favourably reported on by the Inspector of the division, he should not be allowed to draw the same grant as the trained. In the case of boys' schools with Native head masters, where but little is spent on school furniture, library, or apparatus, and where the teachers receive but moderate salaries, the grants-in-aid are perhaps sufficient, but in the case of colleges, where the head, and perhaps other masters, are Europeans, or where Natives are paid well, the grants are insufficient: *e.g.*,—in the S. P. G. second grade college at Trichinopoly, a college which has hitherto been practically unopposed, there was a deficiency of R1,917 in the College Department in 1880-81 and of R2,030-13-11 in 1881-82, and this had to be made good from "other sources." The presence of a rival college will lead to a great increase in the amount to be thus contributed. What is wanted is that the grants should be fairly liberal and burdened with as few conditions as possible. In colleges and in high schools, and even in middle schools, where the stamp of teachers and class of Managers are satisfactory, insuring good teaching and proper supervision, salary grants are preferable to results grants—the former being more certain and less cumbrous than the latter. Even in schools of an inferior order, if the management is satisfactory, the Managers should be allowed to decide whether to accept aid under the salary grant or under the results system—where the management is unsatisfactory, or where there is no guarantee that the teachers, in the absence of any special stimulus, will do their work satisfactorily, the payment on the results system may be insisted on. One-third of the gross expense of any institution aided under the salary grant system will not, under ordinary circumstances, be excessive as a grant-in-aid. In the case of results grants, the institutions should be allowed to get as much as they can earn.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your Province, and do you consider it adequate?

Ans. 21.—I consider the rates of fees payable for higher education fairly adequate in grant-in-aid institutions, but it might perhaps be slightly raised without much hardship. I do not consider that the complaint is well founded that the wealthy (higher) classes do not pay enough for high education. It is not so much a question of wealth as caste. Many of the Brahmins, who are the most eager for high education, are poor. In all the classes there is a fair sprinkling of rich men's sons who could well afford to pay much more than they do at present, but, on the other hand, the majority are sons of people possessing moderate and, in many cases, small incomes, and yet these boys occupy socially (being of the same caste) much the same position as the others, and they might find if difficult to pay very much more than they do at present. When it is remembered that some of these have brothers in other departments of the school, it will be seen that, taking into consideration the incomes of their parents and the percentage of fees to the total cost of the several institutions, as shown on page 17 of the Director's Report for 1880-81, the scale of school fees in aided institutions is not so much out of proportion to the total cost as has been sometimes supposed. Considering, however, the enormous difference between the cost to Government of pupils in Government institutions and the cost to Government of pupils in aided institutions, it would seem as if the time had come when an attempt should be made, either by decreasing the number of Government institutions, or by raising the fees in their several departments, to relieve Government, to some extent, of the heavy burden which it has now to bear. In connection with this subject the following statements taken from the Report of the Director of Public Instruction for the year 1880-81 will show this: "All departments taken together, the fee revenue in Government colleges covered 32·1 per cent. of the entire charge, and the cost to Government of educating a pupil in Government colleges was R67-1-2, exclusive of, and R83-13-6 inclusive of, pensionary charge of the establishment, against R10-12-6 in aided colleges. Taking all the departments of high schools together, in Government institutions, Government spent R20-3 for educating each pupil, while in aided institutions they paid R7-1-9 only. In middle schools (having a primary department) Government paid in their own schools R16-13-3 per pupil, in aided schools R4-6-8. In Government Arts Colleges the cost per pupil to Government rose from R235-3-7 to R236-11-3; and on collegiate education Government spent on their own colleges, including the prospective pensionary charge estimated at 25 per cent., R295-14-1 per pupil, which is more than six times the amount they spent on aided colleges. In Government high schools attached to colleges the cost per pupil rose by R2, whereas in aided high schools the cost to Government fell by R1-14-0 per head, and there

was a similar increase in the middle and primary departments of Government colleges and a decrease in aided colleges.

Ques. 24.—Is the cause of higher education in your Province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—Higher education in the Madras Presidency has been in some places injured by unhealthy competition. Instead of one really strong, and well-officered, and well-managed school or college, sufficient to meet the wants of a mofussil town or district, only being allowed to exist, opposition schools have been set up to the injury of the older institution, and to the cause of education itself. Hindu boys are so anxious, as a rule, to get promotion, and, in many cases, have so high an opinion of their own attainments, that when promotion to a higher class is refused them, at the end of the year, they rush off to the new institution, where, the standard being low, they are welcomed with open arms and placed, in some cases even without examination, in the class in which they wish to read. The result may well be imagined. Then, again, where there is competition of this kind, the older institution has to suffer largely pecuniarily. A pernicious custom has been latterly becoming prevalent of boys in the Matriculation classes stopping away from school for private study, almost immediately after sending in their applications to the Registrar of the University. Under ordinary circumstances, on their return, say in February, after the results of the examination are known, they would naturally be expected to pay up their arrears of school fees probably for September, October, November, December, and January, for, practically, they have never left the school and never intended to leave, but, where there is a rival school, either this claim has to be foregone, or the pupil goes off to the rival school and is admitted, thus wiping off all arrears in a manner satisfactory to no one but himself. Where the competition is strong also, there is a temptation, in order to figure well in the University and other examinations, to draw away promising boys by the offer of free scholarships and other inducements. The result of course is demoralising. A new departure seems to have been made in educational policy, judging from the fact that the Roman Catholic (Jesuit) college at Negapatam is to be transferred from a place where it has been at work for many years, and placed, not in the midst of the Roman Catholic population, but in the Fort at Trichinopoly, close to the S. P. G. college. The S. P. G. college and its branch schools have hitherto supplied, and are still capable of supplying, the educational wants of Trichinopoly. It is because the results have been hitherto so good that the institutions have become so popular. That a college should be allowed to be transferred from a distant place and to enter into direct and injurious competition with the S. P. G. college, is a poor return for what has been done by the S. P. G. during the past twenty years. It would seem to imply that, not only does the S. P. G. deserve no consideration, but that there can be no such thing as unhealthy competition, that all competition is healthy, and that the more of it there is the better for the cause of education. Those who have had practical experience know how injurious to the cause of education unnecessary competition is; when a rival institution is allowed to be opened next door to one already in existence, the evil is intensified. When it is remembered that, in addition to the S. P. G. college and its branch schools, there is a large Native high school, and that the district is well supplied with middle schools, it will be seen that, as far as the wants of the community generally are concerned, it is not necessary to introduce another institution, from another district, for their benefit. The arguments that have been brought forward by the Roman Catholics in favour of the transfer seem to resolve themselves into two,—

1. Trichinopoly is more central and healthy than Negapatam.
2. Trichinopoly contains a larger Roman Catholic population, and there are numerous Roman Catholic villages in its neighbourhood affording a plentiful supply of day scholars.

In 1865 the following reasons were put forward by the Roman Catholics for the choice of Negapatam as the home of their college: "The climate is more healthy than the interior. By sea there is access to Madras and the island of Ceylon; by rail there is now also communication with Trichinopoly, and the railway will soon be extended to the other sea."

It is a sufficient answer, therefore, to the first argument to say that Negapatam is even more easily accessible now than it was formerly, and as healthy as in 1865, if not more so.

To the second it is a sufficient answer to ask why the Roman Catholics of Trichinopoly have hitherto been left without even *elementary* education, and how the establishment of a *college* (not even in their midst, but away from them) will benefit a class of people of whom less than 5 per cent. can read and write. From all the boys' schools under Roman Catholic management, *throughout the whole town, as well as the Collectorate of Trichinopoly*, only 47 pupils, Christian and heathen, will, according to the latest returns, be presented, during the year 1882-83, for the 4th standard, or the upper primary examination, 15 only for the standard above it, and none whatever for any other examination of any kind. As many even of these live a long way from the town itself, it is clear that few, if any of them, will ever be able to avail themselves of a *college* education. At all events the number will be so small as not to justify the transfer of a college from Negapatam to meet their wants. As the educational requirements of the rest of the community are already amply provided for, the competition that will arise between the rival institutions will be both unnecessary and injurious. The old institutions will naturally do all they can to keep their pupils, and the transplanted college will necessarily do all it can to draw them away.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might, by grants-in-aid or other assistance, adequately supply the educational wants of the people?

Ans. 49.—I do not think any Government institutions have in this presidency been set up "in localities where places of instruction already existed which might by grants-in-aid or other assistance adequately supply the educational wants of the people," but at Kulatelai, not far by rail from Trichinopoly, a flourishing grant-in-aid school has been taken over by Government, and thus the development of private enterprise has been checked. The raising of certain Government high schools to the rank of second grade colleges probably comes

under question 49, as the supply of matriculated students to institutions at Coimbatore, Trichinopoly, and Tinnevelly has been partly cut off and the development of these institutions checked. The Government high schools at Salem, Madura, and Cuddalore were, under the late Director of Public Instruction, made 2nd-grade colleges, though Salem is within easy reach by rail of Madras, Coimbatore, and Trichinopoly—Madura within easy reach by rail of Tinnevelly and Trichinopoly—Cuddalore within easy reach of Madras, Tanjore, and Combaconum.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—The rate of fees in any class of schools or colleges should not vary according to the means of the parents or guardians of the pupil, but according to the school or college class. The same fee should be charged in all cases, whether the student be rich or poor, but there should be sufficient latitude allowed to the Hanagers of schools to admit poor or deserving students, wholly or partially free. The present limit of 5 per cent. seems hardly wide enough.

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—It would be an advantage to the *Managers* of schools if fees could be paid by the term and not by the month, but, taking into consideration the fact that the majority of the parents of the pupils are dependent entirely on their monthly earnings, the arrangement would press rather hard upon them.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire Province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—I do not think that in schools it is desirable that promotions from class to class should depend on the results of public examinations, extending over the entire province. Only Government schools, or schools drawing aid from Government, are obliged to regulate their promotions by the results of the examinations. With reference to the middle school examination, the University does not take any notice of it, so that a boy who has failed to pass can join an unaided institution and appear at the Matriculation examination. It is possible, too, that young boys may fail through nervousness or owing to bad hand-writing. Really good boys not unfrequently do this, and yet such boys, if refused promotion, will naturally feel aggrieved and will be gladly welcomed by the Managers of an unaided institution, placed in the 5th class, and in due time, after reading in the 6th class, appear at, and perhaps pass, the University examination. This difficulty may be overcome by allowing the head masters of colleges and of high schools to promote any who have failed to pass the examination whom they may consider deserving of promotion.

Ques. 63.—Are there any arrangements between the colleges and schools of your Province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—So far as I know, outside the town of Madras, there are no arrangements between the colleges and schools of the Madras Presidency "to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another." I would suggest that, without the approval of the Director of Public Instruction, no boy should be admitted into any Government or aided institution who has been expelled from or has left improperly any such institution.

Cross-examination of C. W. Pearce, Exq.

By Mr. P. Ranganada Mudaliyar.

Q. 1.—With reference to your answers to questions 2, 7, 8, and 30, may I ask you to state whether it is your opinion that "all educational wants above the upper primary" are already adequately and sufficiently provided for?

A. 1.—Yes.

Q. 2.—Do you intend this remark to apply to the whole presidency, or to the district of Trichinopoly only?

A. 2.—My answer applies to the city of Madras and the districts of Tanjore and Trichinopoly.

Q. 3.—With reference to answer 21, may I ask you to explain how the pupils of Government colleges are capable of paying larger fees than they now pay, while the pupils of aided colleges are apparently not capable of doing so?

A. 3.—I consider that a certain proportion of the cost should be borne by the pupils themselves, and that there should not be so great a difference between the cost to Government in Government institutions and in aided institutions.

Q. 4.—Your answer, then, refers not to the fee-paying capacity of the pupils, but to the difference in the net cost to Government in the two classes of institutions?

A. 4.—Yes, quite so.

By Mr. Fowler.

Q. 1.—In your answer to question 49 you object to the development into colleges of the Government high schools at Salem, Cuddalore, and Madura. May I ask if you have observed the following on this point and on the general question in the Report of the Director of Public Instruction for 1880-81?:—

"A great development of higher education in the provinces must depend upon the gradual provision for more advanced districts, not only of second grade, but also of colleges capable of bringing students over a considerable portion of the ground which separates the F.A. from the B.A. examination, leaving the final course of study to be pursued under the best professors in the presidency; for it is an undoubted fact that hundreds of youths who would readily pursue their studies until they obtain their degree, do not do so because they are unable or unwilling to leave their homes. The establishment of well-managed boarding-houses in the chief educational centres will no doubt tend to mitigate the present evils connected with the residence of students in large towns far removed from parental care and control, and thus promote the migration of young men to those centres; but it will only mitigate the evils, and not remove the many obstacles and prejudices which exist to such migration on the part of both parents and students.

It is an undoubted fact that comparatively few of those who pass the matriculation examination from the provinces proceed to the centres of educational activity to complete their studies, whilst a considerable proportion of those that matriculate would unquestionably do so if facilities for pursuing their studies existed in their own district."

Supposing a development of college education desirable, do you not think these statements indicate the right direction for its development?—as to whether the development should be of Government or of aided institutions, is, of course, a different question.

A. 1.—I think that a small number of larger and well-officered institutions would be of much greater value than a larger number of small ones with a weak staff.

By THE REV. DR. JEAN.

Q. 1.—At page 3 of your evidence you mention the utter indifference of the lower castes to education, and you say that it can only be fully overcome by compulsory education. May I ask you whether you mean that you would advocate compulsory education?

A. 1.—Under the present circumstances of the districts to which my evidence refers, I would hardly advocate compulsory education.

Q. 2.—You say in your answer to question 19 that in the S. P. G. second grade college at Trichinopoly there was a deficiency of ₹1,917 in the college department in 1880-81, and of ₹2,030-13-11 in 1881-82. Now, considering that the maximum grant which Government is expected to give to colleges is one-third of the total expenditure; that the total expenditure of the S. P. G. college at Trichinopoly was in 1880-81 ₹4,550, and the grant given to the college ₹1,479, which approximates very nearly to one-third of the total expenditure; that other colleges, *e.g.*, the Christian college, were receiving in the same year a little more than one-fifth of their total expenditure,—may I ask you whether the position of the S. P. G. at Trichinopoly is not, after all, a most enviable one?

A. 2.—I do not consider the position an enviable one, because, although the S. P. G. college has had hitherto no opposition, it has had to draw upon other sources.

Q. 3.—And if we add to this that during the same year, 1880-81, the total expenditure in the high and middle schools of the S. P. G. institution at Trichinopoly was less by ₹2,578 than the receipts from fees and grants, may we not conclude that the financial position of the S. P. G. institution is exceptionally good, and has probably no parallel in the Madras presidency?

A. 3.—I think there are other parallel cases.

Q. 4.—My other questions refer to No. 24 of your evidence. Taking into consideration, 1st, the fact that the Catholic population at Trichinopoly amounts, from the census taken in 1881-82, to 12,437, or to more than one-eighth of the total population; 2nd, the declaration of the eight Catholic prelates of the Madras Presidency, which I beg to quote from the memorial on education addressed by them to the President and to the members of the Education Commission; "Many reasons which may, we hope, be readily guessed without our making any express mention of them, and which we may, perhaps, sum up by saying that schools under Native management do not inspire Catholic parents with confidence, dissuade them from sending their children to them. Still less can they consent to send them to schools conducted by protestant societies, where instruction in the various Protestant creeds is given *ex professo*, often made compulsory, and which must in all cases pervade the whole teaching. For Catholic parents cannot allow, and we, their ecclesiastical superiors, cannot, and therefore will not, permit their young children to receive religious instruction which is in direct opposition to Catholic belief." In short, considering that there are 12,437 Catholics at Trichinopoly, and that no Catholic priest is allowed to go to Hindu schools, much less to Protestant schools, can it be said, as you say, that "the S. P. G. college (a Protestant institution) and its branch schools have hitherto supplied, and are still capable of supplying, the educational wants of Trichinopoly?"

A. 4.—I think, considering that most of the Catholic population at Trichinopoly is not in a position to profit by a college education, the wants of the local Catholic population are already sufficiently supplied by the existing schools in the Trichinopoly district.

Q. 5.—Does not the fact stated by you that the Catholics of Trichinopoly form "a class of people of whom less than 5 per cent. can read and write," show that the Catholics of Trichinopoly are not ready to profit by the instruction offered to them by the institutions now existing at Trichinopoly, and that they want a special institution for themselves?

A. 5.—I think that the fact that less than 5 per cent. of the local Catholic population can read or write does not justify the establishment of a college. I do not object to the establishment of Catholic primary schools.

Q. 6.—In the list of schools to be examined in the Trichinopoly municipality only from the 22nd May 1882 to the 18th February 1883 which is here before my eyes, I find five Roman Catholic schools presenting for examination under the 1st standard 72 pupils, under the 2nd standard 52, and under the 3rd standard 52, total 176 pupils. Please, how do you reconcile this with your own statement that "from all the boys' schools under Roman Catholic management *throughout the whole town, as well as the Collectorate of Trichinopoly*, only 47 pupils, Christians and heathen, will, according to the latest returns, be presented during the year 1882-83 for the 4th standard or the upper primary examination, 15 only for the standard above it, *and none whatever for any other examination of any kind?*

A. 6.—I corrected that *lapsus pennæ* in giving my evidence. I said any other examination *above it*, instead of an examination *of any kind.*

Q. 7.—As regards the standards above the 5th, above which you say that no pupil "from all the boys' schools under Roman Catholic management throughout the whole town, as well as the Collectorate of Trichinopoly" will be presented for examination, are you aware that 3 Trichinopoly boys are now reading in the B.A. department at St. Joseph's College, 4 in the F.A. department, 6 in the high school, and 15 in the middle school?

A. 7.—I am not aware.

Q. 8.—Are you aware that in the portion of the Trichinopoly Collectorate that lies on the right bank of the Cauvery, that is, in the portion that

belongs to the Trichinopoly mission, there are 15 Roman Catholic schools for elementary or primary education, educating 725 children? and that in the part of the same Collectorate, extending on the opposite side of the river and belonging to the Pondicherry Catholic mission, there are 10 schools, with 212 pupils?

A. 8.—That may be so. But I have confined my remarks entirely to the 4th standard and to the standards above.

Q. 9.—There are 25 Catholic schools in the Trichinopoly Collectorate educating 937 pupils. How do you reconcile your statement that not 5 per cent. of the Catholic population can read and write, with this fact?

A. 9.—My remark should have applied to the Christian population generally. Of those, so large a portion are Catholics that I took the Catholics to practically represent the whole.

Q. 10.—At the bottom of page 8 of your evidence (page 236 of this alteration) you bring in the following quotation:—

"The climate (of Negapatam) is more healthy than the interior. By sea there is access to Madras and the island of Ceylon; by rail there is now also communication with Trichinopoly, and the railway will soon be extended to the other sea."

May I ask where the quotation has been taken from?

A. 10.—It is taken from a book entitled "Catholic Missions in Southern India," page 118.

Q. 11.—You are, perhaps, unaware that the book named by you was issued in England by Rev. W. Strickland, S.J., and by V. W. M. Marshal, Esq., under their own responsibility, and that it is considered by us full of inaccuracies?

A. 11.—I relied upon the statement made in the introduction, that this book was chiefly prepared in notes by Fr. St. Cyr, for 24 years Missionary in Madura.

Q. 12.—May I ask you whether you ever read in the *Madras Mail* an appreciation of the Negapatam climate of a very different kind. I quote from the *Mail*, 23rd September 1876: "Negapatam is far from being a handsome or a healthy town. The streets are narrow, the houses crowded and ill-ventilated. There is a back-water that at times emits a stench that is very trying, and there is always sickness of some kind flying about. Last year cholera broke out there, and, after carrying off thousands in the district, it spread itself over the entire presidency, and it still lingers in and around the town. One great drawback to the health of the place is the want of sufficient pure drinking-water," &c. May I ask you whether this extract does not justify the statement of Dr. Canoz that "Negapatam has a very bad reputation with Natives?"

A. 12.—I have not read the statement in the *Madras Mail*. I have quoted the statement of Fr. St. Cyr. I do not know enough about Negapatam personally to say whether Dr. Canoz's statement is justified?

Q. 13.—Two of the principal arguments in favour of the transfer stated by Dr. Canoz, *viz.*, that Negapatam is at the very furthest possible travelling extremity from all the centres whence the college draws its Catholic pupils, while Trichinopoly is the most convenient travelling centre for all such places; in other words, to the argument that Negapatam is as uncentral for the chief object of the institution as Trichinopoly is central, your answer is, that "Negapatam is even more easily accessible now than it was formerly, and you say that this is a sufficient answer. Do you really think so?"

A. 13.—I certainly think so.

Q. 14.—Would it not follow, then, that poor parents living near Cape Comorin would have no difficulty in sending their children to study in Madras or even in Bombay, since these two towns are perfectly accessible. Do you really think so?

A. 14.—It does not follow—Negapatam would be much more accessible to a boy from Comorin than Bombay or Madras.

Q. 15.—You seem, then, to think that 80 miles, the distance from Trichinopoly to Negapatam, or rather the increase of expense it necessitates, is of very little consideration for poor parents?

A. 15.—The expense was much larger in former years before the railway extension was made. Any argument, of course, must, therefore, be of less weight now than formerly?

Q. 16.—Are you aware that before the railway was made, St. Joseph's College had scarcely 90 boarders, instead of 200. Does not this show that parents consider the cost of travelling?

A. 16.—I am not aware of the statistics, but I accept your statement. I think it shows that Negapatam is more accessible now than it formerly was.

Q. 17.—May I ask you on what ground your opinion is based? Do you speak from your own experience?

A. 17.—I base my statement on the small difference of fare, namely, Re. 1-4.

Q. 18.—The railway fare in 3rd class from Trichinopoly to Negapatam is Re. 1-4. As the pupils have to make the journey four times a year, the expense is ₹5 yearly. Do you think that poor parents do not consider such expense?

A. 18.—I do not think I can go into that question at all.

Q. 19.—I find in Dr. Canoz's application that three *chief* reasons are stated in favour of Trichinopoly:—(1) It contains, if we except Madras, the most important Catholic population in Southern British India. (2) It is the head-quarters of the Catholic Mission. (3) It is the most convenient travelling centre for all the sources from which the Catholic institution draws its pupils. The bad sanitary reputation of Negapatam and the very best character in this respect of Trichinopoly are mentioned by him apart as a mere additional argument. And, while Mr. Grigg, the Director of Public Instruction, mentions the three chief arguments, he makes no mention at all of the additional one. Such being the case, do you think that your summing-up of the arguments brought forward by the Roman Catholics: "Trichinopoly is more central and healthy than Negapatam," inasmuch as it brings the healthy character of Trichinopoly into as prominent a relief as its central position, represents correctly the views of Dr. Canoz?

A. 19.—I think it does.

Q. 20.—According to you, then, an argument which is set forth as principal by its author, has, in his mind, no more weight than an argument which he himself considers as secondary?

A. 20.—I have put the central position of

Trichinopoly first, the healthy position second, in my evidence.

Q. 21.—May I ask you also whether the interests of a community whose members approximate 1,000,000 in the Madras Presidency and 300,000 in the seven Collectorates from which chiefly the Catholic institution derives its supply of pupils, are not sufficient to counterbalance the disadvantage which you apprehend from the transfer of St. Joseph's College to Trichinopoly?

A. 21.—The interests seem to me now, as in 1865, when Negapatam was said to be so suitable a place for a Roman Catholic college.

Q. 22.—Negapatam was said to be a suitable place by the Rev. W. Strickland, writing on the notes of Fr. St. Cyr eighteen years ago. Do you think that the authority of the Rev. W. Strickland can compare with the authority of Dr. Canoz, and of the Catholic Bishops, who at present declare Negapatam to be a most unsuitable place for the Catholic college, and Trichinopoly to be most suitable?

A. 22.—I think the Rev. Fr. Strickland a good authority.

Q. 23.—Is not the fact you complain of, *viz.*, the starting of a school in a place where there is already one school, one of yearly occurrence. To give an instance, were not the Jesuits at Negapatam the first on the field, and as able to supply the wants of the place as the S. P. G. institution at Trichinopoly? However, when the Wesleyan mission first, and afterwards a Native committee, started each a high school there had not the Jesuits to put up with it?

A. 23.—No, I think it is not as regards colleges.

Q. 24.—You object not only to the Jesuits transferring their college to Trichinopoly, but also to their placing it in the Fort. Are you aware that they have two considerable pieces of ground in the Fort, one of which was purchased in 1874 precisely for establishing a school, and the other above ten years before? And that there are 1,488 Catholics in or around the Fort?

A. 24.—I am not aware.

Q. 25.—And as regards the evil results which you apprehend may arise from the presence of a rival institution, *viz.*, that the pupils may be drawn away from one institution into the other, &c., will not these evils be, to a great extent, obviated, if both institutions are well conducted, aim more at being efficient than being crowded with pupils, and chiefly if the heads of both institutions agree to work in a fair and amicable way?

A. 25.—I will not say obviated; I will say lessened.

Evidence of THE REV. E. CHESTER, M.D., *American Madura Mission.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what Province your experience has been gained.

Ans. 1.—I have been connected with the American Madura mission for twenty-one years, having had for eighteen years the charge of the Dindigul station. During this time there has been under my superintendence one English high school, one anglo-vernacular school, one school for Christian girls, and one Hindu girls' school in the town of Dindigul, and an average of twenty-two village schools in the Dindigul district. For seven years I have been the Superintendent of the Madura Local Fund Boards' Medical School, Dindigul. The American Madura mission occupies the whole of the Madura district.

Ques. 2.—Do you think that in your Province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—There has been a decided improvement in our district in the matter of primary education during the past fifteen years, and those things which have seemed like evils are being gradually removed. Now that very good Sanitary Primers have been prepared, both in English and the vernaculars, and at a moderate price, I would suggest that some provision be made which would act as an inducement for hygiene to be studied in every school where there are classes sufficiently advanced.

Another member of our mission writes in answer to this question 2:—

"The chief trouble with our primary education is that it has *no* 'basis.' In other words, the present system of education is too constantly meddled with by the Government, so that the Managers of schools know not from one month to another what text-books will be used or what new course prescribed. It requires a very clear head and a person well read in Government orders to keep track with the educational regulations. And a 'Standing Order' published to-day is practically antiquated in six months. Those who make laws should possess more of the grace of 'letting alone' to see how things will work."

Ques. 3.—In your Province is primary instruction sought for by the people in general or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—There are people in our district of certain castes, who value education more than those of other castes, even among the higher castes or classes. Certain classes may be strictly said to seek for primary instruction, begging us to establish schools, and agreeing to pay part of the expense of the school. Those of the ryots, in our district, who, even though of the higher castes, are poor, from having small holdings of land, or dry cultivation only, seem not to be able to afford to dispense with the services of their children, in taking care of their cattle and sheep, and even doing work in the fields. The low castes, unless able to pay for a teacher in their own villages, are practically excluded from the village Hindu schools, on account of caste prejudice. The influential classes among the Hindus would deem it useless to make any provision for the education of those of low castes.

Another member of our mission writes in answer to this question 3—

"My experience goes to show that the Government does not in most of its schools—I ought to say in nearly all—reach the *masses* of the people. There is a decided class distinction, which should be overcome in some way. The present law would seem to be fair and full in reference to class and caste in schools. All are allowed to come. That is the *theory*. But in *practice* the Government schools are

attended only by the higher castes. Those in influence and authority over the schools manage invariably to thwart Government rules and to exclude, by quiet but very potent means, the lower castes. In large cities a few pariahs are found in Government schools, but in smaller places even one cannot be found in them. It is not the absence of a desire on the part of the low castes, but the systematic, though quiet, efforts of the higher castes to keep the Government schools to themselves. A pariah boy comes from S., 10 miles, to my school at M. because no door is open to him at home, though the Government spends hundreds of rupees there annually for popular education. And the only reason why the Manager of the zemindary school there has not before this handed his school over to me is the fear that low-caste boys will be allowed to attend, whereas now not one can be admitted. The Government should move first in this matter. While this matter is winked at by them, the mission and other schools cannot disregard caste and prosper. Some premium might be given to schools in proportion as they have a larger number of low castes in them. They must add to the grants for low castes, something as they now favour the Mahomedans. It is the only way by which knowledge will percolate rapidly to the lowest people."

Ques. 4.—To what extent do indigenous schools exist in your Province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—There are still a few indigenous schools in our district, but the system of results grants is gradually diminishing their number. As a rule, the teachers of these schools are not able to do more than teach their pupils reading, writing on olas, and Native arithmetic, or bazaar and grain accounts. But to these three subjects hardly half of the time of the teacher is given, as he spends much of his time in writing out also selections from Hindu poets, of the history of their gods, for the scholars to commit to memory. The scholars give the teachers frequent presents of grain, salt, tamarind, &c., and at harvest time each family having children in the school give a share of the grain to the teacher. These old-style village teachers are all of the higher caste, and, as a rule, hold their post by a *quasi*-hereditary right without much regard to their qualifications for teaching. Arrangements are now being made by the Madura and Dindigul Local Fund Boards to give men of this class one year's training at a Normal school to be opened at Madura. Indigenous schools, such as are found in this district, can only be turned to good account as the village people themselves feel that they must have better teachers, in order to have better schools. In certain cases educated Natives of good business capacity have become Managers of some of these indigenous schools and persuaded the teachers to present their schools for a results grant, but the grant has been very small.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—The present plan, in the Madura district, seems to work well both in regard to municipalities and local fund boards. The present limits of control exercised by these bodies seems to be judicious.

Another member of our mission writes in answer to this question 7—

"I don't believe it is wise to put the administration of education into the hands of district committees or local fund boards. Let all be provincial or general. Then it will always be reliable, and reliability will encourage growth. The present system has many points of inequality, *e.g.*, one Collector and his henchmen may not care for primary education for the people and they divert the funds to other courses. Another Collector is enthusiastic in this, and may be indiscreetly lavish of local funds upon this. Then districts depend to a great extent upon one man's opinion, and fluctuation and injustice is the result, and education cannot permanently prosper under such a flickering administration."

Ques. 8.—What classes of schools should, in your opinion, be entrusted to municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against municipal funds, what security would you suggest against the possibility of municipal committees failing to make sufficient provision?

Ans. 8.—The classes of schools now looked after and assisted by the Dindigul Municipality are as high in the matter of support and money grants as the municipality feel able to undertake. I presume that these classes are the same as those in the charge of the Madura municipality. The Dindigul municipality is now required to set apart a certain amount for the purposes of education.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay for improving their position?

Ans. 9.—The village people are beginning to feel that their children are not receiving a sufficiently advanced education and are coming to Missionaries, much more than formerly, to ask them to provide teachers and have the superintendence of their schools. The old style of teachers cannot remain much longer in employment. The social status of the present indigenous teachers is that of the better class of the village people. A portion of them are influential and have much to do in the general affairs of the villlage. You cannot improve them much as teachers, but must gradually supplant them by trained teachers.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—I have already suggested that a Sanitary Primer be introduced, as far as possible, into all schools receiving Government aid, where there are classes sufficiently advanced. A simple and short work on agriculture, which could be sold at a low price, translated into the vernaculars in so plain a manner as to be readily understood by the common people, containing also simple directions for the treatment of the diseases of sheep and cattle, would be useful and popular. The inspecting schoolmasters would, for a time, have to assist the teachers in introducing both of these subjects, and the Deputy Inspectors of Schools would have, for a year or two, to give special attention to the manner in which teachers had brought up their classes in them.

Ques. 11.—Is the vernacular recognised and taught in the schools of your Province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—Yes, it is.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—It answers, I think, admirably for the schools of our Madura district, and I doubt whether any other system would be preferable or secure such good work.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—In the village schools of the Dindigul District under my superintendence I insist upon the scholars of all the classes giving fees, and will not now open a school, in any village, unless the leading men of the village, who petition for a school, guarantee a certain fixed sum, in the way of fees, to be paid monthly, towards the support of the teacher.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—Others will give the Education Commission their views on this subject from their stand-points, and so I will confine myself to its consideration from my own experience, and my own, the Missionary stand-point. In this Dindigul District primary schools are being increased by my Native pastors and catechists, when visiting the villages on their itinerating tours, bringing the matter prominently before the people and showing them the advantages of a better kind of schools. I have also an intelligent and efficient School Inspector whose sole business is to look after our schools already established and incite the people to establish new schools. All my village teachers come into Dindigul once a month, remaining for two days, and means are taken by lessons, lectures, and training, to make them more efficient teachers. Then the aim of our village school Inspector is to make the village schools better from year to year. It is efficient superintendence which is needed, as much as anything, to raise the standard of primary schools anywhere.

Another member of our mission writes in answer to this question 14:—

"Primary schools can be increased by unfailing grants, and their efficiency enlarged by a firm and settled *policy* of education."

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—In the town of Dindigul the Government school which had been in existence for more than eighteen years was closed six months since, and at once the Hindu community established a school of a higher grade, which now numbers as many scholars as the Government school ever had, and is said to be efficiently conducted. I understand that the fees in this school are as high as they were in the Government school, and that the Managers are very strict in the collection of fees. This independent Hindu school has gone on well for six months, even though there was also in Dindigul a Mission English high school, with a University graduate for a head master and an efficient corps of teachers, a school of twenty years' standing.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality,—*i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—As far as my own experience goes, it is of decided neutrality.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your Province, and do you consider it adequate?

Ans. 21.—As far as my knowledge of the aided schools and colleges in the Madura District goes, I should think that the wealthy families, who are not paying enough for the education of their children, are a very decided minority, and that the greater number of scholars in these schools and colleges are from families of moderate means and that the fees at present demanded are quite high enough for this district.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—I believe it is possible. It simply requires an efficient management and superintendence.

Ques. 25.—Do educated natives in your Province readily find remunerative employment?

Ans. 25.—I think that they do.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—I fear that it is not, and I fear that the present system of Government examinations, which must lead to a great deal of cramming, which, giving a scholar so much to do in a year as to make it hard work to pass the examination, renders it simply impossible for a teacher or the superintendent of the school to supplement the prescribed lessons with much useful or practical information.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and

pupils is unduly directe dto the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I do think that there is *much* truth in the statement, and I cannot but feel that this circumstance does thus impair the practical value of the education in secondary schools.

Ques. 30.—Is municipal support at present extended to grant-in-aid schools, whether belonging to missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—It is in the Madura and Dindigul Municipalities, and I see no reason why this support should not be permanent.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools or are special normal schools needed for the purpose?

Ans. 31.—I think it does.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—In this district I should think that for many years to come the State will need to help in primary education. Its aid in higher education could be lessened with less decided injury than in reducing the aid to primary education.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—Another member of our mission writes in answer to question 39:—

"So far as I am aware, this is a great deficiency. The idea that a teacher is to be a person of good moral standing and that he is expected to lead the scholars to a higher life by example, is rarely thought of here. Nor is it thought a part of a teacher's duty to instruct the scholars in morals and uprightness of character. There should be a good text-book on morality and duty, which should be constantly taught in all the schools. In this way, perhaps, the importance of this subject would be brought before them, and it would gradually come to receive its right place in the relation of teachers and pupils."

Ques. 41.—Is there indigenous instruction for girls in the Province with which you are acquainted; and if so, what is its character?

Ans. 41.—There are no indigenous schools for girls only, in the villages of this district, though in some schools I have seen a few very young girls studying with the boys.

Ques. 42.—What progress has been made by the department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—All the schools for girls in this district are private ones receiving aid from Government in the shape of results grants.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—The feelings of the people would be decidedly against mixed schools, excepting in the case of the girls attending being very young.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—In our district the only way is to secure teachers for girls' schools from the Mission Female Training Institutions of Palamcotta or Madura.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies, and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—All the girls' schools in the Madura district, with the exception of one Hindu girls' school in Madura, which is under Native management, are under the superintendence of ladies connected with the Madura mission. There are more than twelve of these Hindu girls' schools in our Madura District under the charge of these ladies.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your Province unnecessary?

Ans. 48.—Another member of the Madura mission writes in answer to question 48:—

"I believe that there is overmuch spent on higher education. More should be given to elementary at least until the time should come when more of the poor would call for the privileges of higher education."

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I have found that certain classes of the people are very poor, and that this poverty is not altogether their fault. Certain kinds of employment have been taken away from some by changes in the market and in imported goods. The Muhammadans of Dindigul are an example. I think, therefore, that there must be a margin in the matter of fees, and that a certain discretion must be left to the Manager.

Another member of our mission writes in answer to question 53:—

"Yes. I believe it is the right way in the higher schools and colleges."

Ques. 54.—Has the demand for high education in your Province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—To question 54 he answers "No."

Ques. 70.—Are the conditions on which grants-in-aid are given in your Province more onerous and complicated than necessary?

Ans. 70.—I think that they are very favourable and a very great boon to the people.

APPENDIX TO DR. CHESTER'S EVIDENCE.

Answers by THE REV. J. S. CHANDLER, *American Madura Mission.*

Ques. 2.—Do you think that in your Province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—No. The basis is not sound as long as the grants are liable to be cut down, as they have been in the Madura Circle. Many teachers hardly get a living now, and to have any uncertainty like that introduced is damaging.

The willingness of the people to send their children to school exceeds, and the general need of education far exceeds the present development of the system of primary education: but the willingness of the people to *pay* and their *sense* of their own needs are not so far in excess of their advantages in this respect.

Ques. 3.—In your Province is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Particular classes. Certain castes like the thief (Kallar) caste hold aloof because their livelihood does not demand it, and it is not customary.

The poorer classes are excluded by their poverty and the opposition of their employers of the higher castes. They are sometimes threatened with prosecution if they send their children to school. Superstition is another deterrent cause.

The attitude of the influential classes is that of indifference or passive opposition.

Ques. 4.—To what extent do indigenous schools exist in your Province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—They exist to a small extent and seem to be the remains of the ancient system.

SUBJECTS:—Reading from olas, writing in the sand, mental arithmetic or memoriter arithmetical tables, and Tamil songs.

DISCIPLINE:—A boy is made leader to start off and the others all have to repeat what he says, the louder the better; the teacher meantime lounging around with a long rattan to keep the noise a-going.

Fees of 4 annas each are generally required. The masters are Brahmans or others who have picked up a little knowledge. Their qualifications are their superiority to the ignorant masses of the people who have not studied at all.

Indigenous schools can only be turned to good account under some compulsory system. The masters often do not desire State aid because the requirements are so different from their methods.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home instruction is of almost no value whatever. The people have not moral stamina and enough of the educational habit to make it of value.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Not very much. There are no agencies.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—If local boards be required to spend a proportion of funds on schools as they are upon roads so that they will not have a chance to reduce promised grants, I think they can administer all the funds.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—The social status is good. They are too dependent on the people for their rice and curry to exert much influence.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient.

Ans. 10.—Vernacular poems. The agricultural classes do not care for education.

Ques. 11.—Is the vernacular recognised and taught in the schools of your Province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular recognised and taught is the dialect of the people generally, but not of the Mahomedans, some of the Chetties, nor of the Chackliers. The schools are less popular with them on that account.

Ques. 12.— Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—Not entirely.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—Fees should be low, and not always required.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased, and secondly, how they can be gradually rendered more efficient?

Ans. 14.—Let there be a capitation grant for the first standard. The surest way to make primary instruction effective and adequate would be a compulsory system requiring every village of a certain number of houses to sustain one.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) college, (*b*) boys' schools, (*c*) girls' schools, (*d*) normal schools?

Ans. 19.—The regulations with regard to sending the probable numbers in each class, etc., to the President of the Local Board four months before the beginning of each year, &c., are too cumbersome and unnecessary.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—The principle of neutrality is undoubtedly maintained in general.

But the effort to keep out Christianity is such that opposition to Christianity often creeps into the text-books and that is considered neutrality in some cases.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your Province, and do you consider it adequate?

Ans. 21.—The Brahmans and other high castes and Christians.

Ques. 25.—Do educated Natives in your Province readily find remunerative employment?

Ans. 25.—Yes.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not

pursue their studies further, with useful and practical information?

Ans. 26.—Yes.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—Yes.

Ques. 32.—What is the system of school inspection pursued in your Province? In what respect is it capable of improvement?

Ans. 32.—Once in a great while an inspecting schoolmaster comes around, examines the pupils in the maximum studies for the year, and marks every class down as a failure.

Better inspecting schoolmasters, more of them, and more instruction in the best methods of inspection, are much needed.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—Generally I consider the text-books suitable, but some, like Duncan's Geographies and Morris's History, unnecessarily dry.

Ques. 35.—Are the present arrangements of the Educational Department in regard to examinations or text-books, or in any other way, such as unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—Probably they do check the production of a useful vernacular literature.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—A compulsory system by the State would secure in a generation the education of multitudes who are not likely to receive an education in any other way for many generations.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—It would throw education back into the hands of the Brahmans.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on the subject?

Ans. 39.—Not that I know of. I believe it to be most important.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your Province? Have you any suggestions to make on the subject?

Ans. 40.—No. Instruction should be given in regard to it and exercise should be encouraged.

Ques. 41.—Is there indigenous instruction for girls in the Province with which you are acquainted; and if so, what is its character?

Ans. 41.—None of any account.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—Very little; the instruction is most elementary.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—They should be encouraged for the lower standards, for in many places they are the only practicable means of reaching girls.

Ques. 45.—Are the grants to girls' schools larger in amount, and on less onerous terms, than those to Boys' schools; and is the distinction sufficiently marked?

Ans. 45.—They are much larger (75 per cent.) but given on the same terms. The distinction is not sufficiently marked for the lower standards.

Ques. 50.—Is there any foundation for the statement, that officers of the Education Department take too exclusive an interest in high education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—Yes. The examination of schools even in the 5th and 6th standards is left entirely to the Deputy in this region.

Ques. 51.—Is the system of pupil teachers or monitors in force in your Province? If so, please state how it works?

Ans. 51.—No.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—In some cases.

Ques. 54.—Has the demand for high education in your Province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—Not very profitable. Some few schools have been opened successfully.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—Primary and middle schools, &c. Certainty of payment and ordinary uniformity in times of examination. At present a school that was examined in last March is examined again in October to suit some new order from Madras; or another school is allowed to go 13 months without examination.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—Twenty for schools.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—No.

Ques. 63.—Are there any arrangements between the colleges and schools of your Province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—No.

Ques. 69.—Can schools and colleges under native management compete successfully with corresponding institutions under European management?

Ans. 69.—No.

Cross-examination of THE REV. E. CHESTER, M.D.

By MR. P. RUNGANADA MUDALIYAR.

Q. 1.—In answer 15, you refer to a Government school that was closed at Dindigul. Was this a high school or a middle school?

A. 1.—I think it was a middle school.

Q. 2.—Is there a Hindu high school at Dindigul now?

A. 2.—There is.

Q. 3.—Do the quotations contained in your answers convey your own opinions or do they not?

A. 3.—They do not. Had I accepted those opinions, I should not have quoted them.

By MR. FOWLER.

Q. 1.—(*A. 12.*) You express the opnion that "the result system answers admirably." Does your approbation apply to both the standards, and the administration of the system?

A. 1.—I refer to the system if well carried out according to the order. I carefully exclude any reference to the administration.

Q. 2.—Do you consider the result system well adapted to girls' schools?

A. 2.—I do.

Q. 3.—(*A. 26.*) Are you of opinion that the standards generally in secondary schools, including that of the Matriculation examination, should be lowered?

A. 3.—I do not think the standards should be lowered, but that the portions prescribed should be less.

Q. 4.—(*A. 70.*) You say you think the conditions on which grants-in-aid are given are "very favourable and a very great boon to the people." Do you refer to salary or to result grants, or to both?

A. 4.—Our whole mission approves entirely. I refer only to the salary system.

Evidence of THE REV. J. E. PADFIELD, *Principal, C. M. Society Training Institution, Masulipatam.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what Province your experience has been gained.

Ans. 1.—I came to India at the end of 1868, since which time, with the exception of a visit to England on leave, I have been more or less connected with education. I was for some years head master of the C. M. S. High school, Ellore (Godaveri), and I also, as a Missionary, have had to do with village schools. Since October 1875 with the exception of the furlough to England mentioned above, I have been Principal of this Institution which trains masters of the 5th and 4th Grades Schoolmasters' certificates. I have also had some experience of the managements of day school for *girls* of the higher castes, and for several years past I have had the management, with the assistance of my wife, of a large boarding school for girls which is aided by Government on the results system. My experience has been gained entirely in the Kistna and Godaveri districts.

Ques. 2.—Do you think that in your Province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—The system of primary instruction is, in my opinion, on a sound basis. I enter into this subject again in answers to questions 4 and 10.

Ques. 3.—In your Province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—Primary schools are established in rural parts by Missionaries amongst their converts, but the great body of the ryots and the agricultural labouring classes do not care at all for education. They do not see its utility, a taste for it must be created. Even amongst the Christian Natives, in the rural parts, where little village schools have been established, I have observed the greatest indifference to education. This does not apply to the town population, but the banians or merchant class even in towns, do not care for our system of accounts and mode of education. I believe that the majority of the influential class take very little interest in primary education.

Ques. 4.—To what extent do indigenous schools exist in your Province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—There is a sprinkling of indigenous schools all over the country, they are a relic of the old village system and are attended principally by Brahmins with a few Sudras (especially the official class) merchants and others. Very little information of a general character is given in these schools; "slokams" are learnt by heart, and some reading and Native arithmetic are taught. There is no proper discipline maintained, only the rule of terror. The schools are rarely carried on continuously, being suspended from time to time when the teacher leaves. Scholars generally profess to give fees, say about 4 annas a month, but this is seldom paid regularly. Gifts are made to the teacher at the Dasara feast and at family festivals, but the pial schoolmasters are, as a rule, but very poorly paid, and they seldom continue long in one place.

These masters are generally Brahmins, who have not read in any regular school; they only know their slokams and a little Native arithmetic. The Local Funds Board have established a training school in Masulipatam of the 5th Grade Standard, professedly with a view to such masters coming in for a course of training, and scholarships are given but practically, as far as I can gather, but few of this class are students there. The bulk of them are, I believe, young men who have never yet been schoolmasters. Still such an institution is valuable and must be for good. In order to turn these indigenous schools to good account as part of a system of national education, some concessions must be made. (*a*) As regards the grants, there ought to be one standard lower than the present 1st standard. It is impossible to get a child up to the 1st standard in one year; and as it is, the teacher gets nothing at all by way of grant for the drudgery of the preparatory class. If a lower standard could not be devised, then a capitation grant might be given for the *first year*. (*b*) As regards the attendance necessary for a pupil to be eligible for examination. In the rural parts, at

certain seasons of the year, as, for instance, the planting out of paddy, and at harvest, the whole family, children and all, are called upon for labour, and thus, it is a great difficulty for a teacher to keep his scholars at school a certain number of days per mensem for "six working months preceding the examination." Such seasons as planting and harvest may, I believe, be reckoned as school holidays and thus not count as "working months;" but such a rule may give rise to difficulties and misunderstandings, and I think it would be well to leave it out and be content with a certain number of school days per mensem for *any* six months of the year since the last examination; and I cannot see why this should not be conceded, as the pupil must come up to a certain standard of merit before any grant can be obtained.

Such concessions as these must be made if the present most excellent system of payment for results is to obtain a footing in the country generally.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—I do not think that a boy educated at home can compete on equal terms with those educated at school.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—The only private agency that I know of which endeavours to promote primary education in the rural parts is the Missionary bodies. I think Government cannot depend at all on *unaided* private effort for the supply of elementary education in the rural districts, for, as a rule, the thing itself is not cared for. Of late perhaps a slight desire for it by some sections of the community is being manifested, but the people will not do much to help themselves in the matter.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—I do not think the present system can be improved upon in the present state of the country.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against municipal funds, what security would you suggest against the possibility of municipal committees failing to make sufficient provision?

Ans. 8.—I think none but primary, and perhaps secondary, schools should be entrusted to the management of Municipal Committees. Such bodies, in the present state of things, would be entirely unfit to control higher class schools.

I do not see what further security is needed than exists at present to ensure Municipal bodies making suitable provision, for their annual budget has to receive Government sanction. I know of no case where funds have not been forthcoming for the grants earned.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—The establishing of Local Funds Normal schools is a great step in the right direction. I think the present scheme for the 5th and 4th grade schoolmasters' certificates is excellent, but I would suggest that when a Normal student has passed the "Middle School examination" in the *second* class, he should, if he also passes in "method," be allowed a 4th grade certificated *second* class. At present such a candidate gets no certificate at all unless he passes the middle school in the 1st class. There is an immense gap at present between the 5th and the 4th grades.

Natives generally respect a schoolmaster, and teaching is an honourable profession amongst them.

I think some such scheme as the following would gradually get a better educated class of men as village schoolmasters. First make the concessions mentioned in answer to question 4, so as to make it fully worth while for teachers to place their schools under Government examination. Then make a rule that, after a given time, no school should be eligible for examination for results grants unless the teacher held a Normal certificate or had passed some suitable test. In order not to bear hard upon the old class of teachers, many of whom could not go into a Normal school, I would grant to them, with a certain restriction and under certain conditions, a kind of "Sanad," or honorary certificate, this to be endorsed after each examination by the Inspector. A certain number of bad endorsements causing the loss of the certificate.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—I think Native methods of arithmetic should be allowed in primary schools. The ryot wants his son to keep his accounts, and these accounts are between him and the banian, whose accounts are all kept in the Native style.

Ques. 11.—Is the vernacular recognised and taught in the schools of your Province the dialect of the people? and if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular recognised and taught in the schools of this province is the dialect of the people.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results for elementary education is, to my mind, not only the best, but in the present state of things the *only* one that will make masters work.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—My own experience leads me to suggest the enforcing of a system of *fees* in primary schools. I have found it to increase regular attendance. But in rural districts the scale must be *very* low.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of

primary schools can be increased; and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—*Vide* answers to questions 4 and 9.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? and what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—The Government taluq school in Ellore was closed in 1870, as it was brought to nothing by the successful opposition of a mission school in the same town.

Hindus will not take upon themselves the expense of schools as long as education is freely provided by Government.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—In Guntur, Narasapur, Vizagapatam, and Amalapur, there are Government schools, although there are efficient mission schools, and except in Amalapur, the mission schools were established before the Government ones. In such cases I think the Government schools might be transferred to local bodies and aided on the grant-in-aid system. The stimulus of competition between institutions on an equal footing would prevent any injury to education.

Ques. 17.—In the Province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—I think it may be looked upon as certain that zemindars, and other Native gentlemen of property, would do more for education than heretofore if Government schools, in certain places, were handed over to Native Committees to be carried on on the grant-in-aid system.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—If fees were increased and the present scale of grants-in-aid revised, I think very many schools could be made nearly self-supporting. If they were in the hands of local bodies, any lack of income might be supplied by local patrons.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) Colleges, (*b*) Boys' schools, (*c*) Girls' schools, (*d*) Normal schools?

Ans. 19.—No grants ought to be lower than a fourth, and this only to uncertificated masters. The requirements of Normal certificates ought to be modified, especially in high schools in the mofussil, until schools of higher grades are established at large centres. I would suggest that, for the present, so many years of good service under inspection in an efficient high school or college, should be equivalent to a Normal certificate.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges, for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your Province, and do you consider it adequate?

Ans. 21.—Brahmins and the sons of Government officials generally, make up the largest class in our schools, and these all could, as a rule, afford to pay much higher fees than they do at present; therefore in high schools and colleges the fees should be raised.

The present fees paid are in accordance with the scale laid down in the "Standing Orders," but I think they are by no means adequate. If a pupil wishes to get a high education in order to enter a lucrative profession, he ought, as a rule, to pay for it.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—It is certainly possible for a non-Government institution to become influential and stable when in direct competition with a similar Government institution, but to effect this the Government institution must be poorly managed and the other very efficient, but with all things equal, in staff and equipment, I think it would be very improbable that the non-Government school could hold its own alongside the Government one.

Ques. 24.—Is the cause of higher education in your Province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—Undoubtedly the cause of true education may be injured where several schools are in direct competition, and there are instances to the point in this province. Such competition is not necessarily unhealthy where there is full scope for the rival schools, but where there is not the material for the rivals, the competition must be inimical to all true discipline—the boys know their value as pupils and they are not slow to take advantage of it.

I do not think any parent should be forced to send his son to a mission school, which is avowedly a proselytizing one, and therefore, although there may be an efficient mission aided school in a town, if a certain number of inhabitants start a school of their own, I think they too ought to receive aid on the same terms as the mission school. The only question would be as to the room for the other institution. This would be no real hardship to the Hindus, for, as stated in answer to question 18, such schools might become almost self-supporting if the people were in earnest in their religious scruples; but it is by no means carrying out a neutral policy for Government, in such a place, to plant a purely Government school in direct opposition to the one already there (*vide* answer to question 16).

Ques. 25.—Do educated natives in your Province readily find remunerative employment?

Ans. 25.—It is generally acknowledged that the supply is fast exceeding the demand, and this will be so more and more as long as the educated youth thinks it beneath him to engage in manual labour, no matter what his origin; but this state of

things must right itself in time, as necessity on the one hand and true learning on the other, diffuse a more wholesome state of public opinion.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—The present course of instruction laid down is calculated to store the mind with useful and practical information, but complaints are made that Hindustani text-books prescribed in the "Standing Orders" are bad, the contents being generally mere fables and stories and entirely wanting in practical information; they are, however, expurgated editions, and so far are good. The books known as "Holroyd's" series are in Urdu, and not in Dekhani.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Yes, they give grants to *all* schools, and there is no cause for complaint.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—Certainly not, for that the mere possession of knowledge is quite distinct from ability to impart the same to others, is, I think, more particularly true of the Hindus. If the Normal certificates' rules are to be rigorously enforced in the mofussil, it is a question whether a Normal class should not be attached to a college in each district.

Ques. 32.—What is the system of school inspection pursued in your province? In what respect is it capable of improvement?

Ans. 32.—The Inspectors examine all urban schools. Deputy Inspectors take rural schools, and they have under them a body of inspecting schoolmasters who go about visiting the rural schools all the year round. With the system of examinations now in vogue, it is a question whether so many Inspectors are needed. From the lower primary upwards, there is a regular course of public examinations all up the line; and especially in the middle and high schools and in colleges, the public examinations are sufficient stimulus and test. I would not say, do away with Inspectors altogether, but I should say that one or two for each Presidency would be enough—not so much to examine as to take a general oversight. In this way a great saving might be effected. I think the mode adopted in examining the lower standards in arithmetic and reading is justly looked upon as unnecessarily severe and I should be glad to see it altered.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—As a rule, Government text-books are good in matter, but the language is in some instances too difficult; and that of the Telugu books is not regularly arranged: for example, the style of the *1st* part of the *2nd* book is more difficult than that of the *3rd* book.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The time for such complete withdrawal has not, in my opinion, yet come, but it is an end which should be kept steadily in view.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—I would make a continuance of the grant-in-aid depend to a certain extent upon the results of the middle school and University examinations.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—In connection with the "Noble College" at Masulipatam there is badminton, tennis, and cricket. At Ellore also they have cricket, &c. I know the Principal of the "Noble College" and the head master of the Ellore High School lay great stress on such exercises and join with their pupils in them. Rajahmandry College, too, has cricket and football. It is very difficult to get Hindus to regularly keep up such exercises.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—There is little indigenous instruction for girls, except for dancing-girls. Here and there a few Brahmin and other girls learn in the ordinary village pial schools. A small caste girls' school was started in Masulipatam some years ago by a few Hindus and it is still in existence.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of instruction imparted in them? What improvements can you suggest?

Ans. 42.—Nothing has been done by the department, in these parts, towards instituting schools for girls. The Maharajah of Vizianagaram and the missionary bodies are alone as yet in this work amongst us here.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—I do not believe Hindu parents would have any great objections to mixed schools for, to a small extent, the practice is already recognised amongst them. Individual girls are here and there sent to learn with boys. The Missionaries also have mixed schools in the villages, but they are chiefly attended by the low castes. For my own part, I cannot but think that, in the present state of Hindu society, mixed schools are not desirable.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—Encourage Normal schools for girls. It is contemplated adding a Normal class to the girl's school at Masulipatam under my management.

In day schools we always find some girls in the senior classes who are willing to continue on as monitors on small pay. If the Government plan were carried out generally of giving Re. 1 and Rs. 2 per mensem, respectively, to every girl in a day school who passes the lower and upper pri-

mary examinations, I think it would give a great stimulus to girls to keep on at school and qualify themselves for teaching.

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms than those to boys' schools; and is the distinction sufficiently marked?

Ans. 45.—As regards the results grant, the terms are practically the same for girls' and boys' schools, but the grants are 75 per cent. larger for girls. This I think is a wise concession and is doing much good.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies, and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—Beyond giving subscriptions, I know of no European ladies, except mission ladies, who take any share in female education. In the C. M. S. Telugu Mission, a number of English ladies are actually engaged in girls' boarding and day schools, and in day and Zenana schools for caste Hindus and Muhammadans.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—The 25 years' rule deprives aided schools and colleges of their masters when their experience and service are becoming most valuable. An exception in their favour up to 30 years would be a wise step.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 48 & 49.—The case cited in answers to question 16 are in point. If the parents had scruples about sending their children to mission schools, I think a Hindu grant-in-aid school managed by a local body would have met the difficulty without the more expensive mode of establishing a Government school.

The mode of work which is practically forced upon the Inspectors would perhaps lead to the idea that they take too exclusive an interest in higher education, but I do not think there is any true foundation for such an idea.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—The European Inspectors, as a rule, take the high schools and the Deputy Inspectors the primary schools, though lately the Inspectors do inspect the primary schools in the towns. I never heard of an Inspector going into any rural schools; they are, practically, left entirely to the Deputy Inspectors.

Ques. 51.—Is the system of pupil teachers or monitors in force in your province? If so, please state how it works?

Ans. 51.—In several girls' schools, the system of monitors is in practice and it seems to work well.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—It is better to have fixed fees according to the standard of education. Those who cannot pay such fees, should, after getting a good primary or secondary education, go into suitable callings.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ques. 56.—To what classes of institutions do you think that the system of assigning grants-in-aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 55 & 56.—For primary schools, the results grant system is the best, but for middle and high schools and colleges, I conceive the grant-in-aid system to be preferable. The results of the Middle School and University Examinations are a sufficient test of the efficiency of such departments. If the continuance of the grants-in-aid were made to depend upon the results, as stated in answers to question 38, managers of the schools would take care that their masters worked.

Might not a system of endorsing the certificates of masters work well?

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—By the term and in advance.

Ques. 62.—Is it desirable that promotions from class to class should depend, at any stage of school education, on the results of public examinations extending over the entire province? In what cases, if any, is it preferable that such promotions be left to the school authorities?

Ans. 62.—The present system of primary and middle school examinations works well, beyond that, promotions should be left to the head masters.

Ques. 63.—Are there any arrangements between the colleges and schools of your province to prevent boys who are expelled from one institution, or who leave it improperly, from being received into another? What are the arrangements which you would suggest?

Ans. 63.—It would be well for Government to issue rules binding on all schools both Government and aided. Formerly the spirit and practice in Masulipatam between the Mission and Hindu schools was very bad, but now a certain set of rules have been agreed upon between the head masters which have had marked effect. A copy of these rules is appended.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—The Muhammadans in this province are, as a rule, very poor and have hitherto manifested much apathy in the matter of education. I think they require exceptional treatment, but the

present concessions as regards fees and scholarships are ample.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, in places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—As stated above (*vide* answers to questions 16 and 24) Government might well withdraw from many of their smaller schools, for, if the parents had any *real* and *true* objections to the religious teaching of mission schools, they might form a committee and carry on the present Government schools on the grant-in-aid system. The fees and grants would almost pay all costs, and such a course is the only one to expand Native resources. (*Vide* answer 69.)

Ques. 69.—Can schools and colleges under native management compete successfully with corresponding institutions under European management?

Ans. 69.—There is a Hindu high school in Masulipatam under Native management, and it competes successfully with the "Noble College" which has an English graduate as Principal. If the Native gentlemen in Masulipatam can maintain an efficient high school there, it is difficult to understand why they could not do it elsewhere.

Ques. 70.—Are the conditions on which grants-in-aid are given in your province more onerous and complicated than necessary?

Ans. 70.—The number and frequency of returns required by Government are very onerous and complicated, and it would be well if they could be made more simple and less in number.

Questions other than those suggested by the Commission.

Q.—Is any difficulty experienced by Missionaries in getting sites in or near villages on which to erect school-houses, for the schools they open in response to the desires of a section of the inhabitants?

A.—The very greatest difficulty is experienced, even in Government villages; the ryots and Natives in authority do not take any interest in elementary education and they are more often than not hostile to the idea of the labouring classes being educated. Every obstacle, therefore, is thrown in the way of such work. It is almost impossible in numbers of places to get sites for such school-houses. The consequence is that a hut in the low caste hamlet has to be used, and noise and every kind of interruption is the result.

Q.—Might not Collectors and others in authority be desired to use their influence in this direction both in Government villages and in those in the zemindaries?

A.—Such influence, if used judiciously, would have great effect, and be very helpful to those engaged in carrying on this work. Such schools generally touch a class that would not otherwise be reached by the ordinary means employed to get at and educate the people.

APPENDIX TO ANSWER 63.

Copy of Agreement between the Principal of the Noble School and the Hindu School Head Master, Masulipatam.

The Principal, Noble College, and the head master, Hindu High School, Masulipatam, having regard to the difficulty in maintaining proper discipline in their institutions, and for the prevention of certain bad practices that have for a long time past prevailed among the boys, particularly in reference to leaving school and the payment of school fees, agree to the following conditions:—

(1) If a boy leaves the one school and seeks admission into the other, he shall produce a certificate from the head master of the school he leaves to the effect that he owes no fees to that school.

(2) The head masters for the time being undertake to grant such certificates if required, and not to admit any such boys into their schools without the same.

(3) No boy who leaves the one school and goes to the other shall be taken in the same year into a higher class than that in which he was reading when he left the school.

(4) No boy who fails at the annual examination conducted by the school staff or by the educational authorities shall be allowed admission into a higher class in the other school for which he was not found eligible in the school in which he underwent an examination and failed.

(Signed) E. NOEL HODGES, M.A.,
Principal, Noble College.

(Signed) K. KRISHNAMA CHARIAR, B.A.,
Head Master, Hindu High School.

MASULIPATAM,
30th July 1881.

Cross-examination of THE REV. J. E. PADFIELD.

By MR. P. RANGANADA MUDALIYAR.

Q. 1.—In answer 21, you say that Brahmans and the sons of Government officials could, as a rule, afford to pay much higher fees than they do at present. To what districts of the Presidency does this remark apply?

A. 1.—To the Krishna and Godavari Districts.

By MR. FOWLER.

Q. 1.—(*A. 4.*) You speak of the result system as "a most excellent one." Do you refer to both the standards of the system and to its working?

A. 1.—To it as a whole.

Q. 2.—(*A. 8.*) You say "secondary" schools may be entrusted to Municipal bodies, but that they would be entirely unfit to control higher class schools. But "secondary" technically includes both high and middle schools. Do you use "secondary" to mean "middle" only?

A. 2.—Yes.

Q. 3.—(*A. 16.*) You say "the stimulus of competition," &c. Between what institutions would the competition be in your opinion?

A. 3.—I meant that if Government were to retire, the Government school would be at once taken up; and so there would still be competition.

By THE REV. WILLIAM MILLER.

Q. 1.—Can you inform the Commission whether there was anything peculiar in the case of Guntur, Narasapur, and Vizagapatam warranting these places being made exceptions to the

instructions contained in the Despatch of 1854 to the effect that Government should open no schools in places where there was already provision for education?

A. 1.—I know of nothing peculiar in any, but I may say with reference to Vizagapatam that there was an excellent school there which I have never heard of any reason for opposing.

From THE REV. J. E. PADFIELD, *Principal, C. M. S. Training Institution, and witness before the Education Commission, Madras, to* THE REV. W. MILLER, *Secretary to the Madras Provincial Committee, Education Commission, — dated Masulipatam, 30th October 1882.*

I have been reading in the *Madras Mail* "The Evidence before the Commission of Mr. V. Krishnama Chariar, Curator and Registrar of Books, and I note the following remarks:—

"I do know of instances in which Government schools, contrary to what is contemplated by the Despatch and by the Government of India, have, under unfair pressure, been handed over to Missionary bodies with the worst possible results,—*viz.*, the oppression of the people, their loss of confidence in the pledges of Government, and a lamentable deterioration of the education imparted. The schools I refer to are those of Ellore, Trivellore, Tindivanam, and Tellicherry.....The schools above referred to were actually transferred to the Missionaries, not without injury to education and heart-burning to the Native parents."

Now, sir, I know nothing of the other schools referred to, but I do know the Ellore school pretty well, for I was head master of it for some years, as I stated in my evidence before the Commission, and I desire to lay before you a few facts connected with the same which will speak for themselves. Probably if the facts were stated in the case of the other schools, too, it might be interesting in this connection; at any rate, I think the case of my old school of Ellore will help to show the value of such vague general statements as those I have quoted above.

The Church Missionary Society opened an Anglo-Vernacular school in Ellore on December 4th, 1854. In October 1856 a Government *Vernacular* Taluk school was established in the same town. In 1861, owing to the admission of a low caste boy into the Mission school, a number of the boys left and went to the Government school, and thus strengthened, the Government school was in September 1861 raised to the Anglo-Vernacular standard and thus placed in antagonism to the mission school.

In November 1864 Major Macdonald inspected the school and reported as follows:—

"The mission school has largely increased since last year, the number on the rolls being 105. The classes may be pronounced in a generally satisfactory condition, and on the whole the school seems to be in a more promising state than I have ever yet seen it. It has quite eclipsed the Government school, which has hitherto kept up a not altogether unsuccessful rivalry with it."

The Inspector reported badly both of the work and condition of the Government school, in which only 59 pupils were present.

In February 1867 the Government school was moved into a new building situated at the very gate of the fort in which the mission school stands.

In 1868 the Rev. A. H. Arden was appointed head master of the mission school. He soon came to the conclusion that it was impossible for education in Ellore to progress satisfactorily so long as there were two rival Anglo-Vernacular schools, he therefore wrote to Government pointing out that the mission school was the older of the two, whilst the Government one was the smaller and least satisfactory, and asking, in the interest of education, that the Government school might be removed to some other place where it would be of real good. After some correspondence on the subject the Director wrote as follows on the 15th March 1869:—

"The Director will defer further consideration of the Rev. Mr. Arden's proposal till he receives a report upon the subject from Mr. Bowers, after his visit to Ellore. Mr. Bowers will, meantime, make the people of Ellore clearly understand that if the Government school is not well supported it will probably be closed, and the action of Government confined to aiding the mission school."

In May, the following remarkable notice was posted upon the wall of the Government school:—

"*Extract from the letter of H. Bowers, Esq., Inspector of Schools, 1st Division.*

"Certain persons having lately written to the Director to represent that it would be advisable for Government to remove the Ellore Government school and only make a grant to the school which teaches the Christian religion;

"I give notice, therefore, that at present the Government school will not be removed as proposed, but at my request the Director has appointed and sent a new head master for the improvement of the school. Those, therefore, who wish their children, whether Hindu or Musalman, to make progress in learning, must support this school, for in a short time I shall come to examine the school, and unless in the meantime it has largely increased, it cannot continue any longer. In that case there will be no school except the one in which the Christian religion is taught.

"Therefore this notice is published in order that the guardians of the boys may carefully consider what is the advisable course for them to pursue."

In spite of the above notice, the mission school continued to increase and the Government one to decrease. For several months the attendance in the latter was under 20, and for the month of July the number on the rolls was only 9, of whom 5 were the relations of the masters and free scholars.

Towards the end of August, as some months had elapsed since the giving out of the above notice, and as the numbers in the Government schools remained at 9, the Director ordered it to be closed. Upon this a telegram was sent to the Inspector to beg that the school might not be closed if there were 30 boys present in it on the 1st September. This being granted, great exertions were made, 22 boys, chiefly from the two lowest classes, were drawn away from the mission school, and the required 30 were procured. Mr. Arden thereupon wrote to the Director informing him of what had happened, and by his order the Government school was finally closed in October 1869 (see Proceedings of Director, No. 2242, dated 18th September 1869).

In March 1870 I was appointed Acting Head Master, when I found 160 on the rolls, divided into classes as follows: VI. 7; V. 13; IV. 17; III. 29; II. 32; I A and B 52; total 160.

At present the head master is an English trained schoolmaster, and the school never was in a more prosperous state than it is at present, both as regards numbers and efficiency. I believe I am correct in stating that 18 passed last year for the Middle School, and 3 the Matriculation; whilst this year 36 are candidates for the Middle School, and 12 for the Matriculation. The present number on the rolls from the 2nd class upwards is about 145.

I think, sir, that with these few *facts* before you, comment on my part is needless, and I cannot see how any one could single out such an instance as this as an illustration of Government schools having "under unfair pressure been handed over to missionary bodies with the worst possible results,—*viz.*, the oppression of the people, their loss of confidence in the pledges of Government, and a lamentable deterioration of the education imparted."

I shall be ready, if called upon, to give you any further information in this matter, and I beg leave

to state that the facts above quoted only bear out the statement I briefly made in my evidence before the Commission, that "the Government Taluk School in Ellore was closed, as it was brought to nothing by the successful opposition of a mission school in the same town."

Evidence of P. CHENTSAL ROW, Esq., *Superintendent of Stamps and Stationery.*

NOTE.

The system of education in this Presidency cannot yet be said to be in a satisfactory condition, as the number of schools maintained is very limited, and the proportion of men altogether illiterate is exceedingly large. The last census shows that out of a male population of 15½ millions in this Presidency, 13 millions are illiterate, and out of a female population of 15¾ millions, all but 133,000 are so. The total number of illiterate persons is thus 90 per cent. of the population, while I find that in England the percentage of men who are unable to read and write and who make their "mark" in the marriage registers is only 14, and of women 20. I have no figures to show the proportion of the boys receiving instruction to the total number of boys of the school-going age, since there is no return showing the number of indigenous pial schools not brought under the inspection of the Educational Department; but the number of boys and girls receiving instruction in schools under Government inspection is exceedingly small compared with the number of those of the school-going age. The number of boys and girls in this Presidency between 5 and 10 years of age, which may be regarded as the period for imparting primary instruction, is, according to the census of 1871, 2,309,000 and 2,158,000 respectively, whereas the number now receiving instruction in the Local Fund and Municipal schools under inspection is only 228,000 boys and 18,000 girls. The total number of institutions under inspection is between 9,000 and 10,000, distributed over 56,000 villages. This number, however, as I have already observed, does not include the indigenous pial schools not brought under inspection. But I do not think there are very many such schools at present; their number was once estimated at 12,000, but most of them have since come under inspection.

I presume it is not for me to say whether it is the duty of Government to provide education for the people, or whether they should be left to their own devices for securing the amount of education they stand in need of. The Government has fully accepted the responsibility of educating the people, and the only point for consideration is whether there are any defects in the present system of education, and whether any remedial measures can be suggested.

The maintenance of primary schools to educate the entire population is an impossibility without imposing a considerable amount of fresh taxation, which in the present circumstances of the country is altogether out of the question. Even if schools were opened, there is a large population of the lowest classes who are on the verge of starvation, and to whom any scheme of elementary education would simply be a mockery. Their social status must be considerably raised before they can be made to feel the necessity for, and appreciate the advantages of, education. In this field, the labours of Missionaries have been invaluable, and we can only look to them for further improvement. The first efforts of Government should, I think, be confined to placing elementary instruction within the reach of the classes who do not carry on a hand-to-hand struggle for existence, but who, besides maintaining themselves, have a mite to spare for education, and who appreciate its value. These are the ordinary ryot and the artizan class. If there is to be any considerable progress in the extension of primary education among these classes, there seems to be only one way of doing this, *viz.*, that of compelling each village and town with a population of the above classes, not less than, say 500, to maintain a school, the teacher being remunerated by the inhabitants by grain payments at the time of harvest in the rural tracts, and by taxes on houses or on trades in the towns. The system of grain payments is in vogue to a large extent in this country, and is a great convenience to the people. Formerly, there was a Brahmin more or less in each village known as Vadyar, Panchangi, or Purohit, whose duty it was to supply the intellectual wants of the village by way of teaching the Vedas, reading the calendar, and officiating at ceremonies. These men used to be remunerated by rent-free lands or grain fees, or both, and it is a great pity that their office was abolished, and their Inam lands enfranchised instead of being utilised for the maintenance of a schoolmaster. But even now in some parts of the country, the Panchangi or the Vadyar is remunerated by grain fees, and he will probably be employed as the village schoolmaster if the villages are compelled to employ one. Each village has now its carpenter, its iron-smith, its barber, and its washerman, all paid in grain fees and rent-free lands, and I do not see why there should not be a schoolmaster also similarly paid. But, for a scheme like this to work at all, it is absolutely necessary that the standard of instruction fixed must be of the humblest possible description, and that the management of schools should be entirely left to a committee of three or four men appointed in each village. The committee should be competent to prescribe such studies as it likes. There is no system of education which excludes reading, writing, and a little arithmetic, and there is therefore no fear of these subjects being neglected at all if the curricula of studies are left to the village committees. On the contrary, there will be considerable advantage in allowing people to manage their own schools. The education will be adapted to the requirements of the several localities. In some villages people still keep their accounts and write letters on cadjan leaves, and they may wish their children to learn to write on the cadjan; in some others the people may wish to teach some religious books of their own, and in others again they may be particularly anxious that their children should know the names of the Telugu and Tamil years, months, and days, which, I believe, are seldom taught in the Local Fund schools; and

I do not see why people should not be allowed to have their own way in all these matters so long as they do not neglect reading, writing, and arithmetic. Schools found on inspection not to pass a certain percentage of their pupils in the 3 rules must be warned twice, and if there is no improvement on the third occasion, the villagers must be called upon to remove the teacher and appoint a more suitable man in his stead. I do not think that the training of teachers in a Normal school should be insisted on at the outset, though Normal schools may be maintained at the expense of Local Funds for the training of such teachers as are willing to undergo training or are attracted by any small stipends that may be offered. It also seems to me that the English language should be altogether excluded from the village schools, and the object must be entirely to make a ryot understand a simple calculation to prevent his being imposed upon by his shop-keeper or sowcar, and to enable him to write a simple letter to a relation, or an arzi to a revenue officer. This is certainly not much in the way of education, but it is quite as much as can be successfully attempted on a large scale.

Cases may arise in which grain fees on a moderate scale may not be adequate to secure the services of a good teacher, and in such cases aid may be given from general revenues or Local Funds, and the teachers may be further encouraged occasionally by rewards for good service.

Without some such plan as that sketched above, I do not think it will be possible to extend primary education to any appreciable extent, and I do not also think that funds will be found sufficient even if all the higher schools were abolished and the money now appropriated for their maintenance applied towards primary education.

As regards secondary and higher education, I think Government are interested more directly in its maintenance, as the immediate good government of the country, to a great extent, depends upon it. I can say that since the advance of higher education, official purity of the Uncovenanted Service has increased by at least 50 per cent., and this means diminution in the same proportion of corruption and of the levy of blackmail from the poorer classes of the population,—a result which is impossible of attainment even if all the 30 millions of the population in this Presidency knew the 3 rules. Another advantage of higher education is, that it supplies a class of men competent to perform the more important duties connected with Government at much less cost than would have to be incurred if they were imported from abroad. Taking, therefore, even a commercial view of the question, it would not be prudent for Government to assume an attitude of coolness towards higher education which is rapidly bringing into existence an enlightened public-spirited class of men who exercise in ever increasing ratio an important influence on the well-being of the country. I think Government would be wise if they would appropriate to higher education all the money saved by throwing the cost of primary education on the people. Whether the aid to be rendered by Government towards the higher education should be in the form of maintaining schools or colleges or in the form of grant-in-aid to private institutions, is the only point which requires consideration. In this matter, I think, we must do what is most economical and what is most agreeable to the people. It is no doubt more economical to aid private institution than to maintain institutions entirely at the cost of Government, and the former must therefore be resorted to as far as possible. But care must be taken not to withdraw the existing Government schools all at once, as it is doubtful whether if Government abolish their schools, there will be sufficient number of private institutions which will take up their place, and supposing a sufficient number springs up, whether there is sufficient guarantee that they will be maintained efficiently for any length of time. My own opinion is that if Government withdraw from the field, people will have to depend for higher education mainly on Missionary institutions, and however much I personally value these institutions, I must say that the withdrawal of Government schools or colleges in favour of Missionary institutions will be highly distasteful to the public. It is true that at present, whether owing to the spread of intelligence or absence of conversions on any large scale, the prejudices of the people against sending their boys to the Missionary schools are growing less and less every day, but people apprehend that, when Government institutions are withdrawn and the Missionaries left masters of the field, conversions may increase, and the Missionary institutions become unpopular. I for one, however, entertain no such fears, and do not think that Natives will ever fail to avail themselves of the Missionary institutions; but it is certainly not a good policy for Government to run counter to the feelings and wishes of the people. With these general observations, I shall proceed to answer some of the questions.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I have been a Fellow of the Madras University for the last ten years, and was also officially connected with the administration of schools in the Godavari district under the voluntary contribution system.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—As I have already observed, I do not think the system of primary education is placed on a sound basis. The number of illiterate men in this country is exceedingly large, and the number of boys receiving instruction is very small. The system will not be complete until each village has its own primary school, and this can only be accomplished in the manner suggested by me in the foregoing observations.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—The lowest classes in this country do not seek primary instruction at all. Their poverty compels them to employ their children as labourers from a very early age, and it must also be said that pariahs and others of the lowest class are not admitted into schools in which caste Natives have any

influence. The attitude of the influential classes towards the extension of education to all classes may be said to be one of indifference, and they are averse to the children of all classes being indiscriminately mixed at school.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—I have no statistics to show the number of indigenous schools other than those under Government inspection, but there is no doubt that some exist. In 1820, the number of indigenous schools was ascertained to be 12,000, and probably about two-thirds of them have now come under Government inspection. In these schools the boys are taught to read and write and are also made to learn the names of years, months, and days, and they are taught a little of arithmetic and a few rules of mensuration, and much pains are taken to cultivate the memory of boys. Fees are taken either in the shape of money or grain. The teachers are generally selected from among the class of Brahmins, and, as a rule, the office passes from father to son. The teachers have no objection to obtain State aid, provided they are allowed to have their own way in regard to the subjects and method of teaching subject only to examination in regard to the capacity of boys to read and write. Result grants are now made to some of the pial schools, and perhaps they may be extended to more schools, but my opinion is that nothing short of a compulsory school in each village will attain the object in view, *i.e.*, the spread of education.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Home instruction in this Presidency is confined only to very wealthy families, and the boys educated at home are so very few that no general conclusion can be drawn in regard to their merits compared with those who receive instruction in schools.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—If elementary education were left to the people, I think that the progress would be slow. Brahmins and Komatties will receive their education with or without Government aid, but the agricultural classes, who do not much care for education, will suffer. Many a village will be left without a school. I am not aware of any but missionary agencies for imparting primary education.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—Instead of District or Taluq Committees, I think there should be Village Committees, whose chief business should be to see that the teacher attends the school regularly and teaches such subjects as are most wished for by the people generally, and that he is paid regularly. The quality of teaching must be tested by Local Fund Boards and encouragement given to good teaching by means of occasional rewards to boys and teachers.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—All schools up to the middle class must be made over to Municipalities. In fact, each Municipality should be compelled to have at least one middle school in its town. I do not think it is proper to lay down any limit to the funds which should be appropriated to education, but the limit should be considered year after year at the time of the passing of the budget with reference to the state of funds and other requirements, and so long as it is obligatory on the part of each Municipality to maintain at least one middle class school in its town, there is no fear of its failing to make provision for its maintenance and no special security is therefore called for.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—The village schoolmasters are generally Brahmins and sometimes educated Sudras. They are generally respected in the villages, but they are not allowed any share in the village politics, and have no influence over the people. I do not think that any particular arrangements are necessary for training up schoolmasters for primary education. The subjects are so simple and so few, that the selection of teachers can be well left to the discretion of the Village Committees.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—The teachers must be allowed to teach such subjects as the villagers may wish. Generally people wish that boys should read some religious book or other whether they understand it or not; reading, writing, and arithmetic are the chief wants of the agricultural class.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—I do not think that the system of payment by results is suitable, for the teacher relies mainly on the result grants, which gives no permanency to the school. The schoolmaster should get his fixed salary so long as he attends the school, but the incentive to exertion should be in the shape of a reward for exceptionally good results.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—As I have suggested in my preliminary remarks, the teachers should receive grain fees in the rural parts, and money fees in towns from all residents, whether they send their boys to the school or not. The school should be free to all boys.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and, secondly, how they can be gradually rendered more efficient?

Ans. 14.—The number of schools can only be increased by compelling each village and town having certain population to open a school.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—No.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—No.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw after a given term of years from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—I think that the only way of securing the maintenance of higher educational institutions on a private footing is by Government recognizing the liberality of such men as may undertake their maintenance for a fixed term. Zemindars and rich men are very fond of receiving honours and titles from Government, and it is but right that they should have them when they merit them by their munificence.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—It is the middle classes who principally avail themselves of Government and aided institutions, and the fees paid by them are more than they can now afford to pay. I do not think that rich classes pay less than they ought, but I know many poor men pay more than they can, and they do so by begging or borrowing. I find that in Prussia, which, I take it, is a much richer country than India, the fee for attendance at college is 18*s.* a quarter, and that reductions are made to large families and poor persons. I think a similar plan might be adopted in the Indian colleges.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—No. On the contrary, I know competition has every where produced good results.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—Educated Natives do get employment mostly, but the supply is in excess of the demand and is daily increasing. I think that the present rule prescribing examination qualification for only appointments of not less than Rs. 20 salary may well be done away with, and all appointments above the rank of a peon left to men who have passed examinations. This will afford increased stimulus. Numbers of young men who have passed the higher examinations are betaking themselves to other occupations, finding entrance into Government service difficult. Some of them are opening schools of their own.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further with useful and practical information?

Ans. 26.—The instruction imparted in secondary schools is better calculated to prepare the student for higher education than for useful employment. Vernacular instruction is starved, and disproportionate attention is paid to the study of English. I think that vernacular should be made compulsory and Euclid and Algebra removed altogether from the curricula of the middle schools, as they are practically of no use for those who stop their studies at the middle class, and as they can be well taken up in the higher classes. The time saved by the removal of Euclid and Algebra should be devoted to the study of vernacular languages, in which particular attention should be paid to composition.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—I do not think that the proportion of persons who appear for the Entrance Examination to those who pass it is unduly large. In 1881-82, the number that passed was 1,131 against 3,788, the number registered. This seems to be a very fair proportion.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—I think that the State must undertake to maintain all higher education, partly because those that receive such education are immediately useful for Government service, and partly because it will provide a body of men by whose influence the spread of elementary education can be best effected. The primary and secondary education must also be provided for, not by direct aid from Government, but by compelling the people to make adequate provision for its maintenance.

Ques. 37. What effect do you think that the withdrawal of Government to a large extent from

the direct management of schools or colleges would have upon the spread of education, and the growth of a spirit of reliance upon local exertions and combinations for local purposes?

Ans. 37.—The immediate effect of the withdrawal of Government from the direct management of schools will no doubt lead to the establishment of a certain number of schools by private agencies, but it will never be possible for them to establish expensive colleges; and on the whole, I think the result will be disastrous and the measure highly unpopular.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—In no part of this Presidency, so far as I know, is the expenditure incurred by Government on higher education unnecessary.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I think it is but right that the fee should be with reference to the income. I know that many a student is deterred from pursuing his studies on account of his inability to pay the existing rate of the fees, which are certainly too high for the poorer classes though not too low for wealthier men.

Ques. 57.—To what proportion of the gross expense do you think that the grant-in-aid should amount under ordinary circumstances in the case of colleges and schools of all grades?

Ans. 57.—I think the proportion of grant-in-aid to the gross expenditure should be about half. This is of course an arbitrary limit.

Ques. 59.—In your opinion should fees in colleges be paid by the term or by the month?

Ans. 59.—It is better that the fees are paid by the month, as this will enable the payers to pay it with less difficulty.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—I am certainly of opinion that on the strict principle of religious neutrality Government should have nothing to do with the management of colleges and schools. Though the education given in Government schools does not favour any one particular religion at the expense of another, it surely interferes with the faith of the people in their own religion, and, to this extent, it is contrary to the principle of perfect neutrality. The strict duty of Government should be no more than to protect the person and property of the individual, leaving everything else to be managed by the people themselves as best as they can. I must, however, mention that such a slight violation of the principle of religious neutrality is of no consequence in view of the immense benefit that people derive by the maintenance of Government schools and colleges.

Ques. 64.—In the event of the Government withdrawing from the direct management of higher institutions generally, do you think it desirable that it should retain under direct management one college in each province as a model to other colleges; and if so, under what limitations or conditions?

Ans. 64.—I think it is desirable to maintain a Government college at the Presidency as a model; for it is only by comparing the results of such a Government institution with the work done by other institutions that any fair idea can be formed of the quality of teaching given in them. The model college should be such as would take in all classes of people.

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—I think that, so far as professors of English literature are concerned, they should be Englishmen. I am likewise of opinion that Professors of Sanskrit and other Indian languages should be Hindus. It must, however, be mentioned that it is easier for a Native to become a successful English teacher, than for a European to make a successful Professor of Sanskrit or other vernacular languages. There are, no doubt, some Natives and Europeans who make excellent English and Vernacular Professors respectively, but I am speaking of the rule, and not of the exceptions.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—I am against making any special concessions in favour of any class. I am aware that Muhammadans are in a very backward state, but they have themselves to blame for it. Special concessions to one class are never regarded but as acts of injustice by other classes, and the motives of Government are misunderstood.

Ques. 68.—How far would Government be justified in withdrawing from any existing school or college, or places where any class of the population objects to attend the only alternative institution on the ground of its religious teaching?

Ans. 68.—Granting that it is the duty of Government to provide for the education of the people, I think that Government will not be justified in withdrawing their schools, if the majority of the people object to attend the alternative institution. But I must say that the prejudice against going to missionary schools is not at all strong at present, and there are lots of boys who attend the missionary schools either because the fees are low, or the teaching in particular subjects is more efficient.

Ques. 69.—Can schools and colleges under Native management compete successfully with corresponding institutions under European management?

Ans. 69.—No general answer can be given. Europeans are more able to command obedience, and work with more confidence, but the Natives pay minute attention to their duties.

Cross-examination of Mr. P. Chentsal Row.

By Mr. P. Ranganada Mudaliyar.

Q. 1.—In the Note which introduces your answers to some of the queries put by the Commission, you say that "people apprehend that, when Government institutions are withdrawn and the Missionaries left masters of the field, conversions may increase and the missionary institutions

become unpopular. I for one, however, entertain no such fears." Do you mean that you have no fear that conversions will increase and in consequence mission institutions become unpopular, —or that though conversions may increase, you have no fear that mission institutions will become unpopular?

A. 1.—I do not believe that conversions will increase.

Q. 2.—In the Note already referred to, you draw attention to "the absence of conversions on a large scale" as a possible reason or explanation of the popularity of some mission schools and colleges. May I ask you whether one reason why the Managers and teachers of mission institutions avoid conversion is a fear of provoking hostility among the people and ruining the prospects of their educational institutions?

A. 2.—No, I do not think so.

Q. 3.—Many of the witnesses that have come before the Commission seemed to think that the existence of a mission school in a town has not unfrequently served as a stimulus to Natives to start an opposition school of their own. Is this consistent with your supposition that Natives will never "fail to avail themselves of the Missionary nstitutions"?

A. 3.—I have not known any cases in which Native schools have been set up merely for the purpose of avoiding mission schools on the ground of religious education. I have known only one school so set up, and that was owing to a misunderstanding between the head of the mission institution and some influential Native.

Q. 4.—In answer 36 you suggest that primary and secondary education must be provided for, not by direct aid from Government, but by compelling the people to make adequate provision for its maintenance. From some of your other answers, I conclude that you would make primary education a charge on Local Funds, and primary and middle school education a charge on Municipal Funds. Noting that "secondary education" includes middle school and high school education, please state whether middle school as well as primary education should be a charge on Local Funds, and high school as well as middle school education a charge on Municipal Funds?

A. 4.—I use the term "secondary education" to denote middle school education. High school education is not to be a charge on Municipal Funds, and middle school education is not to be a charge on Local Funds.

Q. 5.—Will you kindly explain what you mean by the people being compelled to make adequate provision for the maintenance of secondary education as understood?

A. 5.—I have explained that each Municipality should be compelled to have a middle school of its own and each village a primary school.

Q. 6.—In answer 60 you say, "I am certainly of opinion that in the strict principle of religious neutrality, Government should have nothing to do with the management of colleges and schools." Do you refer to the *direct* management of colleges and schools by Government?

A. 6.—I mean that Government should have nothing to do with education either directly or indirectly.

Q. 7.—This opinion of yours seems to be based on the ground that "though the education given in Government schools does not favour any one particular religion at the expense of another, it surely interferes with the faith of the people in their own religion." The education given in Mission schools and colleges does favour one religion at the expense of another, and does interfere with the faith of the people in their own religion as much as, if not more than, the education given in Government institutions. Does it not, therefore, follow that if the "strict principle of religious neutrality" involves the withdrawal of Government from the direct management of schools and colleges, it involves at least as certainly the abstaining of Government from aiding and fostering mission schools and colleges?

A. 7.—Certainly.

Q. 8.—It is generally admitted that all higher education in Western literature and science has the slow but sure effect of undermining the faith of the people as regards old customs, prejudices, and superstitions. Such being the case, the principle of religious neutrality rigidly interpreted would seem to require that Government should not only not have any schools and colleges of its own, and not aid and strengthen mission schools and colleges, but should also not give any aid and support to institutions for English education managed and maintained by local Native bodies?

A. 8.—Yes.

By Mr. Fowler.

Q. 1.—(*A. 4.*) You express the opinion that a compulsory school in each village is necessary. Do you advocate an Education Act to secure this?

A. 1.—I say an Act will be necessary.

Q. 2.—(*A. 12.*) Do you approve of some form of what is known as the combined system, in preference to the result system pure and simple?

A. 2.—The combined system is better than the pure "result" system.

Q. 3.—(*A. 25.*) What standard do you adopt for an "Educated Native"—Matriculation, F.A., or B.A.?

A. 3.—From Matriculation upwards.

Q. 4.—(*A. 26.*) Do you think there should be two classes of secondary schools, one giving a middle school education complete in itself, and the other preparing for the Matriculation Examination and leading on to a college course?

A. 4.—It would be very expensive to have two sets of schools, in that way, though it would be a very good thing, if possible.

Q. 5.—Do you think that, if there were two such classes of schools, that class giving an education complete in itself, would be appreciated, and attended by the Native community?

A. 5.—I fear not.

By the Rev. Dr. Jean.

Q. 1.—Do you really think that Missionaries have put aside the object they had formerly. In other words, do you think that the institutions of Missionaries are not, above all, *Missionary institutions*, whose ultimate object is making conversions and imparting instruction only as a step towards that ultimate object?

A. 1.—I believe that Missionaries consider education as a means to conversion. But the means now adopted is not the same as the means that used to be adopted before.

Q. 2.—In places like Trichinopoly, Negapatam, Tanjore, Manargudi, Dindigul, and in many other places, there was first one Missionary school well capable of supplying the educational wants of the place. Subsequently, however, Native schools have been started in the same places at no inconsiderable expense to their Managers. Do you think that facts of this kind may be sufficiently accounted for except by admitting that the feelings of at least a notable portion of the population were against mission institutions?

A. 2.—I do not know under what circumstances the schools alluded to were started. But they can be accounted for by other motives than those mentioned, such as that I have mentioned in one of my answers to Mr. Ranganada Mudaliyar.

Q. 3.—To mention a single instance, you are unaware that the Native high school at Negapatam was started directly against the mission school, in consequence of a rumoured conversion?

A. 3.—I am not aware.

Communication from H. S. THOMAS, Esq., M.C.S., *Second Member, Board of Revenue, Madras, to the Chairman of the Provincial Committee of the Education Commission, Revenue Board Office,—dated Madras, 20th July 1882.*

While accepting your invitation of 1st May 1882, with a view to doing what I can in furtherance of your wishes, I doubt if there will be any practical advantage in my appearing personally to confirm orally the following remarks, which aim at setting forth, not so much facts to be testified to, as the conclusions which I have drawn from those experiences, for facts that differ not from the facts continuously experienced by hundreds of others all over the country, hardly need to be re-evidenced.

2. I may commence by saying that early in my service of now 26 years' duration I took an earnest interest in education, and impressed with the statesmanlike policy enunciated in the educational despatch of the Honourable Court of Directors, dated 19th July 1854, and re-affirmed by the marginally noted papers, I set myself to give effect, as might lay in my power, to that policy; *but the tide against me was always too strong.*

"We look forward to the time when any general system of education entirely provided by Government may be discontinued with the gradual advance of the system of grant-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of, and aided by, the State." (*Honourable Court of Directors' Educational Despatch, 19th July 1854.*)

"It is scarcely necessary to remark that, under the despatch of 19th July 1854 it was intended that the system of grants-in-aid should take its place among the educational arrangements of India as one of the most important means of extending the opportunities of education to the great mass of the population. It was indeed anticipated that the system of grants-in-aid might to a great extent take the place of Government schools, and that in this manner education might be more widely spread with a comparatively less expenditure of public money." (*Despatch of Sir Charles Wood, Secretary of State, 23rd January 1864.*)

"The Government trust that hereafter means may be found for affording far more extended encouragement to elementary education from State funds than has hitherto been given, and thus a more near approach may be made to the policy laid down by the Home Government and the Government of India that State expenditure on education should be *mainly in the direction of helping those who most need help.*" (*G. O. 28th March 1873, No. 426, Financial*). (The italics are mine.)

3. Confronted, then, by the parodoxical position that the *de facto* powers of Government formed always too strong a tide against the tenor of its own highest and final orders, it set one thinking how this came to be, and how it should be met. I came to the conclusion that the tide was departmentalism; and I submit that the answer to it has been your undepartmental Commission.

4. I submit for your consideration, therefore, that as it has been in the past so will it be in the future. When your Commission has passed away, the tide of departmentalism will, in the natural course, again swell with silent growing strength, and sap, and merge, and sweep away all the bulwarks that you may set up. If your labours are to bear permanent fruit your existence in some form or other must, I submit, be permanent too. I submit for your consideration that you should arrange to leave behind you some permanent representative body, engaged and authorised by Government to meet periodically to watch the interests of the statesmanly policy above alluded to, and to check the sapping tendencies of departmentalism.

5. In that term departmentalism I mean no affront or slur to any man or body. My experience of public life is that the man wholly untinged with it is the exceptional individual who rises with liberal mind above his fellows. The rule of humanity is, I hold, that in more than nine-tenths there is more or less a cast of it, though it may be only in the narrow-minded that it is developed to proportions that carry their extravagance on their front. Thus it is in the vast majority that it is more or less present. Special existence, aim, and surroundings go to make a specialist with tendencies ever singling to the object of his existence, and in proportion to the earnest interest taken in his profession, so is he in danger of an insensibly growing leaven of departmentalism. He is proud to view a matter from his own standpoint and to decide in favour of measures advancing the use of the machinery with which he is conversant. He may even go so far as to say to himself that he will honestly resist this tendency, but it is nevertheless only the exceptional few minds that can rise wholly superior to the infection. The result is that the majority are insensibly influenced by the power of departmentalism. There are doubtless some few that are knowingly actuated by it, but they are the dishonest exceptions outside the pale of present considerations. This power of departmentalism is, I submit, a subtle and a mighty power to be reckoned with, and is the real explanation of the action of Government having taken a course markedly opposite to the policy laid down by the State.

6. Departmentalism is most developed in those who as in the Educational Department have but one subject to occupy their official minds, and it has the greater scope when, as in the Educational Department, it is not confronted with any wholesome check and ventilation of counter-departmentalism, and comes in contact with minds less instructed in working details and ordinarily only too easy to satisfy with superficial explanation and sometimes also only too ready, from liberality of purpose, to accept without question proposals the practical working drift of which they imperfectly comprehend, because the subject in all its ultimate bearings is larger than they have the leisure to work out amongst the numerous other weighty matters urgently pressing upon them, and they feel justified in relying on the conclusions of a department whose special business it is to think out these matters, and so it comes about that Collectors of Districts ordinarily accept without opposition the proposals of the special department, and in the singular instances in which there is a con-

flict of opinion, the Collector is ordinarily overweighted by the same forces telling on the powers above him together with his own want of leisure or special knowledge to submit his scheme in such practical working detail as to be beyond the exception of specialists, and the result is that the victory remains with departmentalism. I might submit a case in point, in which I was told for my pains that my "opinion did not carry so much weight as usual because I held strong views against the educational policy of Government," though in truth I only held fast to the statesmanly policy above quoted. But you, sir, are doubtless able to quote ten thousand cases in point illustrative of the conclusions drawn. I am convinced that they are of constant recurrence, and my point is that it is departmentalism that has steadily neutralised the clearly affirmed and re-affirmed policy of the highest authorities; and that, as it has done in the past so it will inevitably do again in the future, unless it be counterbalanced by another power watchful of the maintenance of just adhesion to the policy of the despatch above quoted.

7. It would seem as legitimate to ask Government to constitute such a standing body in behalf of education as to create a Chamber of Commerce or a Harbour Committee representation of special interests.

II. NORMAL SCHOOLS.

8. I venture to look upon Normal schools as an outcome of departmentalism. They prepare men for tuition with certain expectations, and the tendency of the department is by rules and constant watchfulness to seize every opportunity for creating posts for them to hold. Thus the tendency is ever towards paid departmental schools, not in the direction of encouraging self-help and avoiding intervention, not in short in the direction of the despatch but the reverse. In brief the practical working is in direct opposition to the avowed policy of the State. I hold that we need no Normal schools, and that here as in England the educated classes who have a bent for education may be left to make their own election thereto in such institutions as they may find existing without being every where made into Government schoolmasters on fixed salaries, for by whatever name they may be called they are in effect Government schoolmasters, and their creation and multiplication and maintenance from Local Funds is directly in the face of the spirit of the repeatedly avowed policy of the State.

III. SCHOOL FEES.

9. I conceive it will be patent to every one that in the item of school fees lies a great source of strength for subverting the avowed policy in favour of the actual working of Government. As long as the school fees in Government institutions are fixed so low as to compel the institution to be worked at a heavy annual loss, it is obvious that no private institution can possibly compete profitably. The practical result is that Government money is taken to defeat its own policy. This is another phase of the paradox with which I started.

10. The injustice of this abuse of public money may be worth a thought too. The classes from whom the funds for the support of education are raised are chiefly, probably nine-tenths, agricultural. Benefit incidentally they may perhaps by being better governed, but that is all—or very nearly all, for comparatively few from that class seek middle or higher education. They need no conic sections to drive a plough, or hydraulics to milk a cow. Still it is they that pay, and pay disproportionately, that others may have an education inordinately cheap.

11. This forcing has again produced a supply in excess of the demand, and the number of educated men discontented at having no employ is increasing.

IV. LOCAL FUND RULES.

12. I would submit for the consideration of the Committee that it is desirable that they should scrutinize the educational part of the Local Fund Rules.

13. Rule 39 leaves it to the Local Fund Boards to determine the rates of fees and even to educate without fees. Considering that the Local Fund Boards are only another name for Government, it will be a contradiction in terms for Government to raise the school fees in the few institutions directly under its management, up to a rate that will be just both to the private educationist and the tax-payer, and yet to leave it to the Local authorities in all the numerous schools all over the country indirectly under Government to wholly neutralise their policy by levying slight or no fees at will.

14. Rules 46 and 47 provide that the system of payment, result grants, indicated in the despatches above quoted as the one best calculated to further the objects of that despatch, shall be applied to private schools of only the *lower class*, and rule 49 provides that directly these private schools become rising schools they shall be made Local Fund Board, *i.e.*, Government schools, which is the very thing those despatches do not wish. Thus has departmentalism got gradually crystalised into rules sanctioned by Government for the subversion of its own policy.

15. Again the salary grant system (Rule 49) needs to be guarded from the like abuse, for when the masters are salaried there comes in a claim to appoint, punish, and remove them, and thus the school is again made virtually a Government school.

16. Private schools not levying school fees are (Rule 62) practically debarred from result grants, while it is quite open to the Local Fund Board (Rule 39) to conduct schools without fees. Is this aiding private effort as ordered in the despatches? Can it even be called fairness of competition by Government?

17. If the result grants were regulated so as to suit all grades, there should be no reason why schools should not rise to meet the grants and so fulfil the object of the avowed policy of Government.

THE FUTURE.

18. But it will take time; for the educational department having steadily worked for so many long years in the direction of killing out all other education than its own, the seeds of private education with which the country was better stocked three decades ago are not ready to spring up at a moment's notice—but spring they doubtless will, if the policy of Government be only simple, just, straightforward, and honestly adhered to without divergence.

Evidence of J. STURROCK, Esq., C.S., *Collector and Magistrate of South Canara.*

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—As Head Assistant Collector in South Canara I took a good deal of interest in the proposals for the establishment of the first elementary schools under the Local Fund Board, and as Under-Secretary to Government, and Sub-Secretary to the Board of Revenue between 1872 and 1880 I saw a great deal of correspondence on educational matters. Since my return to Canara as Collector I have again been interested in the Municipal and Local Fund educational work. Canara is a remote and jungle-covered district, and outside of the town of Mangalore very backward in educational matters, but it is the only district of which I have detailed knowledge.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—I think that in the Madras Presidency the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community. The administration and provision of funds is in the hands of the Local Fund Boards, who are taking a growing interest in the matter.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—In Canara, which is the only district with regard to which I can speak in detail, primary instruction can hardly be said to be sought for by the people generally. The Muhammadans generally and the Mophlas in particular hold aloof from the ordinary primary schools. They are not generally well-to-do, they have themselves been taught to read or recite the Koran in the mosque schools, their religious feelings disincline them to send their children to other schools, and they don't see that anything particular will be gained by their doing so. The fishermen and artizan classes and all such poorer classes as do not consider that book learning is of any use for their handicrafts may also be said to hold aloof.

The Holyers (Pariahs) are practically excluded from schools of all classes, and there are many schools at which Billavars (toddy-drawers) are not admitted. Their caste and low social position is the primary reason of their exclusion, but as regards the Billavars, experience shows that the more rising and progressive members of the caste find no difficulty in getting primary education for their children. As regards the Holyers, their exclusion is practically complete. They are the old agricultural serfs of the district, and there is no section of their community in any way corresponding to the energetic Madras Pariah.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—There is not, and as far as I know never was, an extensive and well-organised system of indigenous schools in South Canara. Indigenous village schools there are of course, here and there, but they are seldom of a permanent nature, and are usually kept by the "Shanbogue" or clerk of some landholder either in connection with the education of his master's children, or, as a private speculation of his own. There is little of a distinctive character about the education imparted by them now, as they are usually ready to adopt modern methods of instruction and apply for result grants if they think they are likely to get them. Specially careful instruction in reading "cadjan" documents, a larger multiplication table, and greater attention paid to teaching songs and poems, are the points in which it is sometimes alleged that the old schools were superior to the new.

When making enquiries in 1871 when the Local Fund Board was started, I could hear of only 92 indigenous schools, of which 28 were then under Government inspection. Amongst these I do not include purely sectarian Muhammadan schools imparting instruction solely in the Koran. The Local Fund Board have endeavoured to utilise the old agency as far as possible, and last year's returns show that 26 of the old village schoolmasters were employed in schools aided by the Board on the combined system and 18 had schools aided on the results system—44 in all. Of these only 7 had consented to go through a course of training in the Normal school and 3 had passed a teacher's test. As might be expected, the average results grants earned by masters who are neither passed nor trained, is much lower than the amount earned by specially qualified men, and it is improbable that the Local Board will continue to give stipends to old masters who refuse to qualify themselves, and as an indigenous system of instruction had never in this district struck its roots deep into the affections of the community, the old masters will probably soon give way to younger men who have received a more modern style of education.

Amongst combined schools *with one master* the average Result grant earned from Local Fund in 1881-82 was—	₹
8 Passed masters	54
13 Trained masters	49
16 Neither passed nor trained	37
Amongst purely results Schools—	
2 Passed masters	105
29 Neither passed nor trained	35

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—I do not see any reason to hope that private individuals in the South Canara District will ever establish and permanently endow private

primary schools, but it has long been the practice for a well-to-do landowner with boys of his own to educate in an out-of-the-way locality, to employ a teacher for them and to ask other boys to join, the school being held in a verandah or in a shed run up for the purpose. Sometimes the parents of the other boys are asked to assist in the expense, at others the whole is borne by the originator of the school.

When the Educational officers or Local Fund Board find out and aid such schools, the character of the instruction is always improved, and in some cases the school becomes a permanency.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by District Committees or Local Boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—All funds assigned for primary education in rural districts should, in my opinion, be administered by district Committees and Local Boards, the examining and inspecting staff, however, being independent and responsible to the Director of Public Instruction alone.

Until such time as it is considered necessary compulsorily to educate the children of the lowest and poorest classes, all primary schools should, in my opinion, be private institutions, the control of the Local Boards being limited to placing them on the aided list, and removing them from it when they are satisfied that they are no longer deserving of assistance. The amount of the aid should, as a rule, be limited to the results grant for which the school qualifies under the rules for the time being in force, but to ensure permanency a portion of the grants should be paid monthly in advance in the form of a stipend to the master or masters. If in any one year the result grant earned fell short of the stipends advanced, I would call for no refund, but if it became habitual, I would remove the school from the aided list.

Though I would limit the amount of aid to the result grant earned as a general rule, I think the Local Boards might give additional assistance in exceptional localities, or for the encouragement of education among backward classes.

The *desideratum* for elementary education not being large central institutions, but small schools dotted over the country, private enterprise stimulated by grants-in-aid is quite competent soon to meet all wants, and freer play will be given to healthy competition if Local Boards refrain from opening any schools of their own.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to Municipal Committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against Municipal Funds, what security would you suggest against the possibility of Municipal Committees failing to make sufficient provision?

Ans. 8.—I would entrust to Municipal Committees the administration of all funds for primary education in towns; but, as in the case of Local Boards, I would not, under present circumstances, allow them to establish any primary schools of their own. Their functions should be limited to aiding private institutions—I see no objection to middle class schools and even higher class schools being under Municipal management receiving aid from Provincial funds under the ordinary rules—but as Municipal funds, as a rule, are barely sufficient for the due encouragement of primary education, I strongly approve of the rule the Madras Government now generally enforce, that any Municipal schools other than primary schools must be self-supporting. I would not lay down a hard-and-fast rule which would prevent a Municipality making good a casual deficit in an institution under their management, but I would insist on a re-organisation when the deficits were found to be habitual.

The provisions of Sections 31 to 35 of the Madras Towns Improvement Act III of 1871, if properly worked, seem to me to afford ample security against the possibility of Municipal Committees failing to make sufficient provision for elementary instruction.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—As I have already said, the indigenous schoolmasters in the district have no great hold on the people, and I do not think any attempt need be made to utilise their agency more than has already been done. For the extension of primary schools we must, I think, look to the boys now being educated in the middle schools, and instances are not wanting of heads of villages procuring the services of such lads and starting schools in the same way as used to be done with the old village schoolmasters.

Ques. 10.—What subjects of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient.

Ans. 10.—Without entering into a discussion as to the usefulness of agricultural education in primary schools, I can say very decidedly that its introduction would not make the schools more acceptable to the agricultural classes. They don't believe in theoretical agricultural instruction by men who have no practical knowledge of the subject. The great *desideratum* amongst the rural classes is that their boys should be able to read and write documents. Except in connection with documents, most of which will *not* be written in a plain distinct hand, the ordinary villager will in after life have little opportunity of using his knowledge of reading and writing.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—The vernacular recognised and taught in the schools of this district is not the dialect of the people of three and a half of the five Taluks of the district, but the schools are not on that account less useful and popular. On the contrary, if only the dialect of the people was taught, I do not think the schools would be attended at all. Tulu, which is the dialect of the majority of the agricultural classes in South Canara, is only a colloquial language, and for every business transaction that is recorded in writing, Canarese, the language taught in the schools, is used. In 1872 I could not hear of any schools—indigenous or otherwise—

in which Tulu was taught, with the exception of some belonging to the Basel mission community, amongst whom the attendance of children at school is compulsory. A somewhat similar remark applies to Konkani, which is the mother-tongue of a large proportion of the professional and trading classes.

In a portion of the southern taluq of the district, Malayalam is the language of the people, but there it is also taught in the schools, as it is not a mere colloquial dialect.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results, modified by part payments in advance under what is known as the combined system in the Madras Presidency, is, in my opinion, very suitable for the promotion of primary education amongst a poor and ignorant people. The pass standard is not beyond the capacity of even the dull children; and under the results system the master has an inducement to take pains with every child at the school.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—I have expressed an opinion that all primary schools should be private institutions, and therefore I think that no direct interference as regards fees is called for or desirable. But, except in special cases, as above alluded to (27), I would take care that the grant-in-aid was not sufficient to afford a livelihood to the master unless supplemented by fees. Except under a system of compulsory national education, the attendance of children at primary schools depends on the existence of some desire for education, and it is but seldom that parents who have such desire will not be prepared to pay something for it. How much they can or will pay, can, I think, best be settled between the masters of aided schools and the parents, without any rules laid down by the aiding bodies. In towns and larger villages most of the masters of really stable schools would no doubt have fixed money fees, but this would probably not be the case at the town schools attended by the poorer classes, and in rural tracts the present practice of differential rates of fees, frequently paid in kind, will I fancy continue for many years to come.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—I think the present Madras result grant rules afford satisfactory inducements for the increase of primary schools, and their efficiency may be improved by offering part payments in advance under the combined system to such of the masters as obtain Normal or even ordinary certificates. I would not offer salaries *in addition* to grants, as, if the master is really more competent than an uncertificated man, he will meet with his reward in the larger result grants he will earn. The working of the results grant rules was for a long time hampered by faults of administration. There was almost invariably great delay in payment, and in some cases after they had waited for a long time masters were told that no funds were available, or that only a rateable proportion of the grants could be paid. Defects like these, which cut at the very root of a result grant system, have now been completely provided against, and in this district, and I believe in others also, the certificate for a grant from Local Funds is handed to the master immediately after the examination, and the amount paid on its presentation at the taluq treasury.

As the number of primary schools increases, more funds will of course be wanted for results grants, and the question arises as to how they are to be found.

So far as this Presidency is concerned, I would not divert one rupee from higher to primary education. The amounts at present available for both classes seem to me equally to require strengthening.

Until the time comes for the compulsory education of the masses, which, I think, is so remote that it may be left out of our calculations for the present, I am very strongly opposed to any increase of special taxation for primary education. At present one-sixth of a land cess levied in most districts at the rate of one anna per rupee of land revenue is devoted to primary education, and I do not think it would be fair on the agricultural classes to levy a further cess on them. The reasons which induced Government to put a stop to the collection of the house-tax under Act IV of 1871 (G. O. dated 28th March 1873, No. 426, F. D.) are, in my opinion, conclusive against its re-introduction, and I am unable to suggest any other suitable tax.

I do not, however, on this account think that it is necessary to assume that funds cannot be got. As I have indicated in my answer to question 13, I think that, for the present, primary education should be, to a great extent, self-supporting, and therefore the funds required for its gradual development are not really very large. There are indications that the Government of India has at last recognised the justice of the claim of this Presidency to a larger share of its revenue for provincial purposes, and if this be conceded, together with a fair share of the increase resulting from its gradual development in future, I don't think that the Madras Government should find much difficulty in providing suitably for both higher and primary education, if a rule is at once laid down and adhered to that a certain percentage of the increase shall be set aside for educational purposes. The extension of primary education must be gradual, and it is not desirable that local bodies should suddenly come into possession of large funds for educational purposes, and vie with each other as to which will first have the largest number of schools opened. The discontinuance of the house-tax nipped many a scheme in the bud which would have made a fair show at first, but in the long run would have impeded rather than aided the advance of sound education. The idea of improving indigenous schools was rightly looked on with much favour, but in many instances it was proposed to devote too much money to it. In Kurnool, for instance, a scheme for taking over a vast number of indigenous schools and establishing them as Local Fund schools with salaried masters was adopted by the Local Fund Board, and afterwards denounced by the Inspector of the division as merely throwing on the tax-payers the burden hitherto borne by the parents of the children, without in any way improving the education.

Page 172 of the Report on Public Instruction for 1873-74.

Here in Canara, even without the house-tax, an expensive system was adopted of giving masters

fixed salaries *in addition* to results grants, instead of mere payments in advance, a measure without which it probably was not at the time possible to start any considerable number of efficient schools, but the consequence is that the Local Fund Board is now paying twice as much for a pupil in a combined school as for one receiving practically as good an education in an ordinary results school. It is difficult now to make a change without doing an injustice to the existing masters.

PERCENTAGE OF PUPILS PASSED TO PUPILS PRESENTED.

Year.	In Combined Schools.	In Results. Schools.
1880-81 . .	90	89
1881-82 . .	75	83

See also marginal figures Q. 5.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ans. 15.—I do not know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854. I cannot call to my mind ever hearing of an instance in which the Educational Department contemplated such a step, nor do I think it unnatural that a department that has just reasons for believing that it has done a vast amount of good should avoid submitting proposals for curtailing its direct influence, and the chief reason why the provisions of para. 62 have not been given more effect to is, I think, that the Government have never so far interfered with the action of the educational department as to insist on a fair trial being given to them.

As far as I can make out, educational officers generally have never looked upon para. 62 as being seriously meant, and there has been a disposition every where to treat it as applicable only to a distant future. In illustration of the views above expressed, I may cite the case of the Mangalore Provincial College.

Up to 1865 no better means of education existed in Mangalore than such as were afforded by a middle school belonging to the Basel Mission, and greater facilities for a liberal eduction being desired by the Hindu population, they raised the large sum of R65,000, out of which Government took a portion for building purposes, and invested the remainder so as to produce an annual endowment of R2,342-2-0.

In reporting the subscription to Government, the Director of Public Instruction suggested that the amount should be credited to Government in consideration of their guaranteeing the maintenance of a provincialschool, and the subscribers shortly afterwards petitioned Government to the same effect, but the Government did not overlook para. 62 of the Despatch of 1854, and remarked in G. O., dated 19th March 1867, No. 81, Educational Department:—

"Adverting to the declared intentions of the Government as expressed in Sir Charles Wood's Educational Despatch of the 19th July 1854, paragraph 62, eventually to confine its educational functions to grants-in-aid of local efforts and to inspection and supervision, it is not advisable that any funds which may be raised for the permanent support of schools should be merged in the Imperial reveues."

They, however, agreed that the masters should be eligible to pension from the State, so long as the school remained under the direct management of Government, and the principle of paragraph 62 having been thus asserted fifteen years ago, it has never been thought necessary to do anything further.

The latest Educational Report with which I have been supplied (1879-80) shows three first grade and seven second grade colleges. For some reason or other only a small portion of the Mangalore endowment is shown as belonging to the College department, but when we look at the institutions as a whole, the endowments exclusive of scholarships appear to be—

	R
Mangalore . .	2,342
Presidency . .	517
Salem . . .	125
Berhampore . .	50
Kumbakonum . .	0
Rajahmundry . .	0
Bellary . . .	0
Cuddalore . .	0
Madura . . .	0
Calicut . . .	0

Leaving out of consideration the case of the Presidency College, which is exceptional, one naturally looks for explanation as to why Mangalore alone should have an endowment worth speaking of. Mangalore, or the district of South Canara, is certainly not more wealthy than the majority of the others, and it cannot for a moment be supposed that the people were more eager after Western knowledge fifteen years ago than are now the people of the other districts. On the contrary, in reporting the subscription, we find the Collector of South Canara writing, "There can, I think, be but little doubt that, even to an ordinary observer, the intelligence and intellectual advancement of the people of this district has not kept pace with the progress made elsewhere."

The simple explanation is that an able and enthusiastic Inspector of Schools knew that there were many other places which would be supplied with Government schools before Mangalore, and knowing this he acted, up to a certain point, exactly as he would have done if the principles of paragraph 62 of the Despatch of 1854 had been the acknowledged beacon of his Department. Aided by the Civil officers of the district, he impressed upon the people the fact that there was not the slightest chance of the Government doing anything for them unless they did something for themselves, and they responded to his appeal by raising a sum of R65,000. If the same had been done at all the other places, it is probable that similar results would have followed to the great gain of the cause of higher education.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—I think that, on the principle laid down in paragraphs 10 and 11 of the Resolution of the Government of India constituting the Education Commission, all the Provincial Colleges might be at once transferred to a local body like a Muncipality or to a Board composed of delegates from the Municipal Board and members elected by

the subscribers of any endowment that has been or may be formed. When a policy of this kind has been adopted, it will, in my opinion, be necessary to recast the Grant-in-Aid Code so as to provide suitable aid towards the pay of a competent European head master, an advantage which I consider well worth the expenditure of a considerable sum. Even if this be done, however, it would probably be necessary to give additional aid in the case of the schools in question, as—apart from the very important consideration of justice to the existing staff, the greater part of which would probably consent to be transferred with the school on their salaries and pensions being guaranteed—it is not to be desired that there should be any reduction in the *status* of schools once established. In the case of schools transferred to Municipalities constituted as they now are, and probably will be for many years to come, the change of management would, as a rule, be more nominal than real, as the fullest consideration would be given to the advice of the officers of the educational department; but it would be a step in the direction of the withdrawal of Government from the direct management of schools, and would emphasize their decision to keep the principle of paragraph 62 steadily in view.

I do not suppose that Municipalities would find more difficulty in getting European head masters to serve under them, than Local Fund Boards find in securing European Engineers.

I understand paragraph 11 of the Resolution of the Government of India to contemplate the transfer of higher class schools to Municipalities for management only—not for the provision of funds from Municipal taxation. I have touched on this point in my answer to question 8, and desire to repeat here that I should strongly object to empowering a Municipality to raise funds by taxation for expenditure on higher class education.

Ques. 23.—Is it in your opinion possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—With the prestige attaching in this country to every Government institution I do not think a private school could become influential and stable unless it had very decided advantages to offer, such as a much more convenient situation, a lower rate of fees, or a notoriously more capable staff. On anything like an equality in all these respects it could not possibly succeed, and it is doubtful if a single one of the advantages above mentioned would always be sufficient. In Mangalore the Municipal middle school, which has only the prestige of a *quasi*-Government institution, can charge higher fees and yet do more than hold its own against the Basel mission well managed and centrally situated middle school, while another middle school under Native management is rapidly losing ground.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Municipal support is at present extended to private primary schools, whether belonging to Missionary or other bodies. I have never seen anything to lead me to believe that Native Municipal Commissioners would not readily aid Missionary schools which afforded suitable secular instruction. So far as I have come in contact with Missionaries they have been held in high regard even amongst those sections of the Native community from which few or no converts have been drawn, and the good work they have done in education has received full recognition. So far as I can judge, the aid now given is likely to be permanent.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I do not think that the rate of fees in higher or secondary schools should vary according to the means of the parent or guardian, nor would I allow it in any primary school under the direct management of the body disbursing public funds for the school; but, as explained in my answer to question 13, I would not interfere in the matter in the case of private primary aided schools.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ques. 56.—To what classes of institutions do you think that the system of assigning grants-in-aid of the salaries of certificated teachers can be best applied? Under what conditions do you regard this system as a good one?

Ans. 55 & 56.—I understand these two questions as contemplating two distinct systems of aid—

(1) Grants according to the results of periodical examinations.
(2) Grants-in-aid of the salaries of certificated teachers.

As will be seen from my answers to previous questions, I am much in favour of a combination of the two, known in this Presidency as the combined system; but I wish here to say that I think it is very important that it should be a combination—not a confusion.

The Acting Inspector of this division recently proposed to refuse to admit to the results grants examinations for certain standards all teachers who had not received certain certificates. This I call a confusion of the systems, as it imports the certificate test into the results grant system, and the effect of the adoption of the Acting Inspector's recommendation would have been the rejection of the pupils presented by the teacher who had earned the highest grant in the district for that particular standard in the previous year.

For earning a results grant the examination should be the sole test of a teacher's competency. Of course the time of examiners must not be taken up with the classes of unknown and possibly utterly incompetent men, and the possession of certificates may assist, amongst other things, in arriving at a decision as to whether a particular school should, for the first time, be brought on the examiner's list; but beyond this certificates should find no place in a result grant scheme.

Statistical Tables.—With reference to the statistical tables, I have only one remark to make, *viz.*, that it is more important to know the cost per pupil to the tax-payer than "to Government," as at present shown.

In the Report for 1879-80, for instance, the total cost of a scholar at the Municipal primary school, Vellore, is shown at R7-8-6, and the cost to Government as nothing. In fact, however, as only R31 were levied as fees, and there is no endowment, the cost to the tax-payer was R6-12—a very high figure.

I think that no expenditure from funds raised by taxation should be treated as private expenditure.

Evidence of THE REV. T. L. GALLO, S.J.

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gain.

Ans. 1.—I was for upwards of 12 years Professor in St. Joseph's College of Negapatam; then I was for some time in St. Xavier's College in Calcutta; after then Professor in St. Xavier's College of Bombay; and now it is the fourth year I am Manager of two schools, one of boys the other of girls, in Cannanore.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—I would not say the system of primary education has not been placed on a sound basis at all, but my opinion is that such basis is not sound enough. First, in primary education more practical things ought to be taught. The vernacular language of the province, English reading and grammar, arithmetic, and some outlines of geography, in my opinion would be quite enough. Such an arrangement, whilst it would be most in accordance with the general requirements of the communities from which our pupils are taken, would also remove the greatest of obstacles to the primary education of children, *viz.*, the cramming by which both pupils and teachers are so often unable under the present Code of Public Instruction to fulfil their task. And by this I think an answer is given also to question 10. As far as I may judge from my own experience, reducing the task of pupils and teachers as I have just said, would render the elementary schools far more useful, and consequently more acceptable to the community at large, especially to the agricultural classes. What this people generally want is to have their children know how to read and write a letter in their vernacular, and on some occasions in English, and how to solve practical problems; suppose how to calculate the number of sugar canes in a certain area at a given rate per square yard, or the probable profit to expect thencefrom, &c., and to be able to calculate all this in their own vernacular as well as in English. All the rest may puff up children, but will not be of any help either to them or to their parents. As to agricultures, I would also observe that it is of the greatest consequence to urge instruction during those seasons in which they have less to do in their fields, and to grant holidays, or at least to keep only school once a day, during the seasons of their harder labour.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—The aboriginal inhabitants (known as Polayars in Malabar, and Dares and Horragars in North Canara) hold aloof. Their condition is such that they cannot afford to send their children to school, and also they are obliged, on account of their means, that enable them just to live from hand to mouth, to keep their children employed in some work, as tending cattle, fetching firewood, &c. There are no schools set apart for these, for they cannot mingle themselves with children of the higher classes for fear of pollution and offending their lords and betters. They themselves reckon education to be an unwholesome and pernicious luxury, their *summum bonum* being only food, sport, and drink. Tamil people in the North Malabar and South Canara are the most of them low-caste people, obliged to serve Europeans for earning their livelihood, and consequently far from being in easy circumstances, and on account of that they don't care for instruction, except some Tamil. The so-called Cochicarens are almost the same. Muhammadans of course more generally prefer other avocations to study. East Indians and Konkani people are amongst those who in the province I am witness for, care the most for schools and studies.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—It is not to be denied that as a rule efficiency in masters and mistresses requires a previous and careful training. However, I cannot help thinking it is injurious to the interest of education to impose on all teachers alike the rule that a University degree or a Normal certificate be required for salary grants. Two exceptions ought to be made. The first as regards old and practised teachers whom long experience united with native ability qualifies for teaching much better than any Normal school course in the absence of aptitude for teaching. The other exception should be in favour of persons who possess a natural gift of imparting instruction, and who with a little direction may prove excellent masters or mistresses. In such cases the certificate of their Manager, sanctioned by the Inspector who might and should test their ability, ought to suffice to entitle them to the same privileges as holders of Normal certificates are entitled to.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people? And if not, are the schools on that account less useful and popular?

Ans. 11.—As to this point I will offer a few remarks concerning South Canara, the chief town of which is Mangalore. In that district the

Canarese language is not the native dialect, except perhaps of a small portion of the people. If Konkani, which is a corruption of Sanskrit and Mahratta, be substituted for Canarese as vernacular recognised by Government, the schools would be more popular. The most intelligent of the people in Canara are the Konkani-speaking Brahmans, Shatriyas, and Sudras, of whom many are Christians. The children of these classes have to learn Canarese as a foreign language, then through the medium of this foreign language they have to learn English and other subjects. So at the very commencement of their scholastic career, they have to learn some language with which they are not familiar, nor do they do it with pleasure. The Konkanis have been classified amongst the most intelligent people of India, and I cannot understand why they should be perhaps the only Natives that cannot learn English through their own vernacular, owing to Government having adopted as vernacular, of that country the Canarese language. Hitherto the want of a Konkani grammar might have been some excuse for such an exceptional state of things. But now that a grammar of that language has been published, there seems no longer to exist any reason why Konkani people should be obliged to learn English through the Canarese language.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—The system of payment by results is by its very nature well calculated to excite the zeal of masters and the industry of pupils, and well adapted to the character of primary and middle schools. But to render it more practically suitable there should be no difficulty to have schools placed on that system. Although I cannot say anything of this difficulty by my own experience, yet I know there are complaints with regard to it. Certainly all applications should meet with a ready response, and when a thorough inspection of the buildings and all the accessories has left no doubt about the efficiency of the school, be easily complied with. As regards the salary grant, I think the opinion prevailing to-day seems to be that new regulations ought to be framed, or at least the present regulations be modified with a view to correct the inconsistency and arbitrariness which at present seem to characterise it in this Presidency. I do not insist on this point, as I think the Commission has received from other witnesses what might be said thereupon.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—The only suggestion I have to make on this point is that as we find a great difficulty, nay, very often a real impossibility to obtain these fees on account of the extreme poverty of the families which the pupils belong to, the help of Municipalities should make up for the deficiency. A list of those pupils who are really unable to pay any fees should be handed over to the Municipal authorities by the Manager of the school, so as to receive from the Municipalities if not the whole at least the half of the fees due. Those who are less able to pay any fees and yet are more anxious to learn in the schools, very often are East Indian pupils, concerning whose help some provisions have long since been made by Government orders to the Municipal bodies, but as far as my own opinion goes the latter have done very little if anything at all.

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 16.—The only cases I know of this kind are the two Government colleges in Mangalore and Trichinopoly, which I think might be transferred to the Jesuits there without injury to education or to any interests which it is the duty of Government to protect. Really there seems no reason why two Government colleges should exist in these places where the colleges carried on by private agencies would be more than enough.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—I cannot answer this question in the affirmative. What I have said to question 2, with regard to the cramming system in vogue and other particulars, might be enough also for this one. I would, however, add a remark. One of the most important things that ought to be kept in view for those who do not pursue their studies further than the secondary schools is to propose them reading books in which, together with the language, they might learn sound principles of natural morality and honesty. This end might easily be attained by putting into the hands of children books containing maxims and examples of thorough uprightness, generosity, self-denial, justice, charity, instead of so many fables and tales in which nothing or at least very little of all that is to be found.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—The number of those who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country, which is a prejudicial thing both to commerce and agriculture—I would even say, dangerous to Government. Out of the matriculated young fellows, perhaps not a third will find a suitable employment in the Government service. Young people after having obtained some University degree are unwilling—I may even say, for want of usage they are often unable—to betake themselves to their parents' call in life; whence it follows that commerce and agriculture are deprived of many hands which might have been exceedingly useful. And such young people, spending their time in idleness, are always inclined to criticise Government, and ready to side with its enemies whenever a suitable opportunity may present. I have more than once heard young men brought up in Government schools speak very bitterly against that same Government by which they were enabled to know something of other Governments, and of the history of their own country. The cause of this state, of things, in my opinion, is that the Government service is the chief aim stirring up desire for instruction. If a boy of the Upper Fourth class could pass an examination qualifying him for the government employment, and then if there be aided or Government industrial schools wherein they may learn some profes-

sion,—that of a telegraph signaller, telegraph artificer, forest overseer, ranger, papermaking, weaving, carpentry, tanner, sculpture, agriculture, &c.,—the boys will direct their attention to these lines rather than get themselves stuffed for the Matriculation Examination. These boys being only apprentices in the industrial school, will be also a source of profit to Government, as they will do some work. Eventually there will be no more need of importing Europe paper, sending leather to Europe to be tanned, importing Europe stationery, &c. There will be thus many ways of earning honest livelihood. As for East Indians, if there could be one or two regiments for them, the East Indian youths would join the regiments after passing out of the Upper Fourth. Now of course, there being no other course than Government service, all school boys are under the impression that they cannot go on without being matriculated, consequently, whether possessing talents or not, stuff themselves, spending midnight oil to the prejudice even of their physical well-being.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools.

Ans. 29.—If any system may be said to prevail amongst Catholics with reference to scholarships, it is to have instead of them gratuitous or nearly gratuitous boarding schools, both for boys and girls. Such schools provide advantages to Native Catholics which no scholarship would provide, and I cannot perceive any reason why Government should not take a lively interest in them, and by a liberal aid encourage Catholic Missionaries in their sacrifices and efforts to support and foster such schools. In addition to Catholic boarding schools may be mentioned Catholic Orphanages, whose number is much more considerable, and in which boys and girls destitute of parents are entertained at the cost of Catholic missions, and not only trained in arts and professions which will enable them in time to earn their daily bread, but often also receive in a school annexed to the orphanage the instruction in reading, writing, and counting which is given in primary schools.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—I am sorry to say that I come from a place where the Municipal support is not extended to grant-in-aid schools belonging to Missionaries as fairly as it ought to have been. Three years ago I applied for some help to the Municipality. My schools, one of boys the other of girls, to the knowledge of all, after the Government school, are the most important of the place. They are at the same time the poorest, yet for three years I could not get any aid from the Municipality; only this year I have obtained something. But what I succeeded to obtain is so little that, whereas the Municipality granted at least 5 rupees a month to pay a teacher of some other school, what was granted to me in a lump would scarcely amount to 3 rupees a month for each school. In my opinion schools will have but little to hope for support or even sympathy from Municipal Boards.

Ques. 32.—What is the system of school inspection pursued in your province? In wha, respect is it capable of improvement?

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 32 & 33.—The system of inspection pursued in my province leaves entirely dependent on the will of the Inspector to write a good or a bad report. I remember once in a college of this Presidency a report to have been written containing much of nonsense which the Principal of the college was obliged to confute. I have heard some head masters complaining that all depends on the caprice of the Inspector to send a good or bad report. Yet I cannot complain of the manner in which I have seen the Inspector acting during these four years I have been Manager of schools. I should think, however, that some control ought to be established not to make people suspect that the Inspector may with impunity write an unfavourable report, even though not deserved by the school. This control of course can be found only by securing efficient voluntary agency in the work of inspection and examination. But except in denominational schools, such an agency as a rule cannot be possibly found. In such schools only people may be both willing to help the Inspector, and of such fairness and honesty as to cause no embarassment to him. And such an arrangement, whilst it would be a sufficient control and at the same time a valuable help to the Inspector, would be also a precious boon to those children, especially in girls' schools, who might not be daring enough in presence of an Inspector or Lady Inspectress with whom they are not sufficiently acquainted.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—As to the text-books, first of all I would observe that for fables and tales on European subjects with which Native children are not sufficiently familiar, might be with great advantage substituted others on subjects with which they are more acquainted. Besides this, text-books ought to be such as to form the morals of youth; which might be done at least in some way by the principles of common and natural law concerning the worship of God, justice and charity towards our neighbour, uprightness and regularity of life. I would also insist on the necessity of excluding books or parts of books which are either directly offensive to morality, or contain such matters as a master cannot decently explain to children and young persons, as, for example, amatory pieces. We would hope also to see excluded such books as cannot fail to be distasteful to any particular section of the scholastic community. In regard to the last point, we should only ask that Government or our Syndicate should show to Catholics the same deference which they show towards Muhammadans or Hindus in general; and as they would never prescribe as a text-book a work in which either Islamism or Brahmanism are attacked and ridiculed, let them also spare Catholic youths the distasteful task of reading books written in a very anti-catholic spirit, such as "The rise of the Dutch Republic," appointed by the Syndicate of Madras for the F.A Examination, 1882. No less care is, in my opinion, necessary in the selection of text-books for primary and middle schools. They should contain nothing which savours of the tenets or the spirit of a

particular sect. Text-books should be such as to afford pleasure to their young readers, and at the same time impart to them useful instruction, acquaint them with their duties, and inspire them with the love of virtue. Books possessed of all these qualities will not be found easily in our vernaculars. It might be well to leave the choice to the heads of institutions themselves, but as there might be an objection to this, we would at least urge that they should be consulted on the subject before the books are finally decided upon. Had this been done we would not hear school head masters complaining, suppose, that the Malayalam II book is unsuitable, and wanting thorough revision, as the first half is more difficult than the second. Moreover they say that a book containing petitions, letters, deeds, documents, wills, interesting reports on the mode of cultivating different plants and trees, &c., would be of more practical use: of course the petitions, &c., are to contain some interesting matter.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—The part that should be taken by Government in a complete scheme of education for India, in my opinion is that Government continue to have a direct share in the work of education, so that Government institutions be allowed to continue as the base of the educational system, give the impulse they have hitherto initiated and directed, and maintain the balance which its action now maintains among the other agencies. As to other agencies, three things are necessary. The first is full liberty to have their own institutions. The second is an impartial distribution of all the assistance in the power of the State. Thirdly, the right to Government of inspecting and controlling their work. I cannot bring myself to believe that any other arrangement might, for the present and very likely for long henceforth, prove useful to the education in India.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—The withdrawal of Government to a large extent from the direct management of schools and colleges relying upon local exertions would have in my opinion a very sad effect on the spread of education; for Native gentlemen would not be found so devoted to the cause of education. On one hand, such gentlemen obtain at present all educational advantages without much trouble or expense to themselves; and on the other, the elements of public spirit and independence, which alone could make them desirous of relieving Government of this trouble and expense, are certainly not as yet sufficiently developed in this country to allow us to suppose, if Government withdrew from a direct share in the work of education, the balance, which its action now maintains among the other agencies, would be destroyed. The most powerful agency would gradually obtain the monopoly of education, which might then be easily diverted from its true end, and converted into a means of extending some private influence, fostering propagandism, &c. Moreover, skill in management, power of organisation, long experience, a thorough acquaintance with Western knowledge and Western systems of education are absolutely essential. There is no doubt that Natives are comparatively deficient in these qualities. Should any one object to this that European masters might redeem this inferiority, I would reply, first of all that Native managers would naturally prefer to fill their chairs with Native men who would be satisfied with far smaller salaries than Europeans would require; and secondly, that it would not be easy to find out European professors to accept office under Native control. One might here say that European teachers belonging to European though private establishments would perhaps accept the inheritance of Government. The answer obvious to this is that as only Protestant Missionary Societies might be able to do so, there would be great reasons to fear that education would at least run a serious risk of becoming a monopoly in the hands of a class, and thereby the present object of Government education would be easily perverted and changed into engines of propagandism. Add to this that Catholic parents cannot allow their children to receive instruction in schools conducted by Protestant Societies where instruction in the various Protestant creeds is given *ex professo*, often made compulsory, and in all cases pervading the whole teaching.

I cannot in any way doubt that, in the event of the Government withdrawing to a large extent from the direct management of schools and colleges, the standard of instruction would deteriorate, nor could I suggest any measures in order to prevent this result but that which I suggested in the answer to the question 36.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—No definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools. Although it is scarcely possible to remedy this evil in a country where teachers and Inspectors may, nay very often are not followers of the only true one religion established by our Lord on earth, and which, by consequence, is the only means of fully supplying for the wants and shortcomings which are the result of the corruption of human nature, yet I think that, if not to remove entirely, at least to lessen, in some way or other, the misfortune, would be indispensable that much importance be attached to the moral character of schoolmasters and Inspectors. In the selection of such men certainly it is not sufficient that they have passed some examinations, they should also be men of good moral character. All atheistic, all materialistic, all men that call in question the most essential principles of morality, as the spirituality and immortality of man's soul, all notorious drunkards, adulterers, &c., should be excluded from Government institutions. At the same time, all Government masters should be men able at least to find occasions of reminding their pupils of Almighty God's existence and essential attributes; of man's dependence on and accountability to Him, and similar principles of morality which can be proclaimed without any breach of that religious neutrality to which Government has pledged itself. I remember having been in a place where one of

the chief masters in a Government school went about saying and pretending that any one believing that which cannot be proved by a mathematical demonstration is little less than a fool. I remember another who went on saying and preaching as it were that Christian religion was nothing but nonsense and foul superstition. Surely to keep such teachers in a Government school would be as much a breach of religious neutrality as it would be to admit the teaching of any religious sect.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—I cannot give full information concerning the progress made by the department in instituting schools for girls, but I may say that Catholic girls' schools are increasing every year. Speaking only of the narrow province which I am witness to there is one in Calicut with 127 girls, another in Tellicherry with 31 girls, a third one in Cannanore with 100 girls, three others in Mangalore with upwards of 200 girls. They all go up to the Middle School Examination, and one amongst them, that of Mangalore kept by the Sisters, has been reported by the Inspector as one of the best girls' schools in the Presidency. As to the improvements, I would suggest in a general way that, considering the present state of profound ignorance of Native women in general, female education should be very gradually attempted, that it would not be wise to impart to Native girls an education such, for example, as is given to European girls in a corresponding state of life. I would propose then a very elementary education for Native girls, instruction of a kind only as will be useful to them in after-life as mothers of families. Great care should be taken, while forming their minds, to guard them from anything that may in the slightest degree sully their purity of feeling, such as may easily happen, for example, from reading of prose or verse which is not carefully expurgated of all language having an immoral or licentious tendency, special vernacular books will therefore have to be composed, having this particular end in view for use in girls' schools.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ans. 43.—As to mixed schools for boys and girls, I cannot find a single reason why such a school might be considered not greatly injurious to morality, especially in a country like this where common sense, and above all the experience of common weakness has taught the people to be so much reserved concerning intercourse of men with women. As familiarity of boys and girls in a mixed school is unavoidable, so it cannot be otherwise than a perpetual source of immoral feelings and actions amongst children that are exceedingly precocious with regard to sexual development.

[*This witness reached Madras too late for cross-examination.*]

APPENDIX TO FATHER GALLO'S EVIDENCE.

By THE REV. JOSEPH WILLY, S.J., *Rector, St. Aloysius College, Mangalore.*

1. *On Q. 1.*—Almost the whole of the 24 years of my life spent in India has been devoted in teaching high schools and colleges, and to superintending lower schools. Most of that time, 21 years, has been spent in the Bombay Presidency, the three last in the Madras Presidency as Rector of St. Aloysius College, Mangalore, and Manager of Milagres primary and middle schools.

2. *To Qs. 2 & 6.*—I do not think that Government can depend to any large extent on private agencies for elementary instruction in rural districts. The rural population has not yet learned to appreciate the blessings of education, and Missionary bodies will choose their own ground for establishing schools.

3. In Catholic parishes, scattered over almost the whole of South Canara, the ecclesiastical authority specially, and, so to say, *ex-officio*, urges the parish priests to establish primary schools in localities, where the number of Catholics warrants such efforts. They are primarily intended for the Catholic youth, but children of Hindu parents are not excluded. The branches taught are Canarese reading and writing and the four rules of arithmetic, with catechism of the Christian faith, obligatory for all Catholic children. The priests, however, find it very hard to keep up such schools, in the first place for want of masters, but more so for want of State support. To conduct any school, however low, with decency, and to develope in the people respect for instruction, which is a thing of very great consequence for the stability of a school, the school-room, the furniture, ought to be carefully attended to; this, however, entails expenditure: however small the outlay be viewed in itself, it is yet above the means of a parish priest and his congregation. The South Canara Catholics with rare exceptions still feel the effects of Tippu's wholesale confiscations, for which no adequate compensation was made when the country reverted to British rule. Were now Government to show special interest in such schools and come to their aid liberally, there is no doubt that those schools, with the organisation they possess, the parish priests being *ex-officio* Managers, and the Bishop in his annual tour the *ex-officio* Superintendent, have in them the principle of stability and comparative efficiency, and would in due time show good results.

The conditions of aid given ought, however, to be simple and easy of execution, free from those numerous details of office work which too often bewilder the masters and cause them to sacrifice time and energy, which otherwise would be spent on more useful work.

4. *To Qs. 7 & 8.*—I am decidedly of opinion that it should not be in the power of Municipalities or Local Boards either to assign for educational purposes what amount they choose to give, or to regulate the rate of aid proportionately to results obtained.

Municipal bodies, particularly when not controlled by European impartiality, do not in my opinion possess the temper necessary for the development of education.

They often lack the spirit of independence.

The members of such Boards usually consist of gentlemen elected (even where elections are honestly brought about) for other purposes and for other qualifications than those required in a person to whom the care of education may be safely entrusted. They would of course organise a school or schools, appoint masters, watch annual results, but also as likely as not feel natural desire to centralise education in their own hands, and exercise, perhaps unconsciously, a disagreeable pressure on private efforts, by selfishness in the offering or awarding of funds.

5. *To Q. 10.*—The burden of primary schools for an agricultural population ought to be made as simple as possible, limited in fact to reading, writing, and the four operations in arithmetic.

The character and the necessities of an agricultural population, poor as a rule, will brook no more than that amount for which they see present returns.

There should then be two divisions of primary schools, quite independent one from the other. The one intended for ryots alone, and limited to the three R's, the other to represent the first steps in a graduated system of schools reaching from the primary to matriculation. The latter class alone to embrace, besides the vernacular and progressive lessons in arithmetic, also the elements of English; but from the primary stages (1st class of the general curriculum in the Madras Presidency) I would remove history and agriculture. Considering the tender age of the boys usually taught in those elementary classes, together with the heavy text-books, chiefly the Canarese text-books in history and geography prescribed, I fear that the work spent on those subjects in these low classes is a waste both of time and health.

6. The study of English appears to be practically less insisted upon in this Presidency than in that of Bombay in classes of equal standing. In the curriculum of studies an equally prominent position is assigned to Canarese (the vernacular most commonly spoken in these parts) and English; the results, however, are unfortunately not equally satisfactory. It may be different elsewhere, but here Canarese in the results immensely preponderates, and English is kept in the back ground. I may be wrong in fathering altogether the fault on the masters engaged. Still I am much impressed with that idea. Not to speak of Normal schoolmasters, such as I have met with here, whose powers of English are certainly most limited, even matriculates of the Madras University do not in this regard show well; the University too in its Entrance Examination is probably forced to be satisfied with the low standard in English, specimens of which as coming from *passed* candidates we are occasionally treated to by the examiners. My own experience in this respect fully bears out the poor opinion the examiners themselves seem to entertain.

Perhaps the practice, too, of prescribing definite portions in fixed text-books, however commendable for other reasons, has much to do with such poor results. Too much stress seems to be laid by masters in middle and high schools on mere meanings of words and sentences, and the public examination questions appear to countenance such a course, so nearly allied to cramming, and thus it has happened that candidates succeeded in passing obtaining marks by dribblets, an answer to this grammar question and that, to this meaning and that, at the same time knowing little of style and composition. Not that I am taking objection to the setting of fixed portions, or assigning definite text-books. A knowledge of the mere text, however insufficient for matriculators, would well suit boys of the lower classes, whose memory it is so necessary to exercise and store with a supply of English words and idioms. But in the middle and lower classes the setting of fixed matter might be directed to a further and far more valuable requirement, that of a knowledge more enlarged and thorough (as far as it goes) of the structure of the English language; which knowledge could be fairly tested by calling on examinees for original compositions founded on, and, it may be in imitation of, the text, but which would not be to a great extent a mere memory reproduction of certain odd words, unusual idioms and phrases.

I believe that, if the standard of English is not raised from below, the standard of instruction supposed to be imparted in the high schools will never be reached. The Indian vernaculars, in their present undeveloped state, do not yet appear suited to convey accurate notions and ideas about things. Early indistinct notions, if not clearly defined and corrected by the medium of a language more accurate and precise, will remain hazy in the pupils' mind, and any amount of teaching in the higher classes through the medium of English, as is prescribed, will not remove the haziness, if in the lower forms English be not more cultivated than it now seems to be. I am therefore of opinion that all examinations in the English language in the upper classes, and also, though with less rigour, in the middle school classes, ought so to be shaped that mere book work, or what approaches the book work, may not be one sufficient to pass a candidate.

7. *To Qs. 16 & 17.*—To redeem the pledge given by Government in the Educational Despatch of 1854, Government high schools might be closed in places where private agency has adequately provided for the higher education of the different sections of the community. The same may be said of Municipal schools. It appears to me that the keeping up State or Municipal schools where every section of the community has its repre-

sentative institutions, as the case here in Mangalore, with middle school classes, is a waste of public money, and serves no other end than to keep alive unhealthy competition. But the total withdrawal of Government from the direct control of its colleges would probably result in lowering the standard of instruction. Missionary colleges would be likely to step in. They, as likely as not, would form the large majority, and as such take the lead. The principal aim however of Missionary bodies out here, is or ought to be, to open the eyes of the people to the positive will of God. This can be done much better by direct religious instruction, than by the teaching of profane sciences. Profane learning of a higher order would then hold a secondary place in Missionary colleges when no more in competition with Government colleges, that is, with professional men, who make the study of higher sciences their lives' study.

Missionary colleges would likewise show a tendency so to shape the University programme of studies, as to make it subservient to the principal aim they have in view. Missionary colleges now easily hold their own as against Government colleges, and I am sure that this state of things would continue with no Government colleges to maintain the balance. Government should therefore on *no* account close its colleges at the seats of our Universities, or perhaps in other more commanding localities, however sufficient as to number private colleges be there.

I do not mean by the above to imply that profane education is exclusively to be guided by professors of Government colleges. The Government colleges side by side with Missionary or other private colleges will, as said, bring about that healthy competition which will, as a matter of course, oblige the private colleges to engage eminent men into their service not less qualified than Government professors to shape and guide a course of studies worthy of the requirements of science. The happy fusion of the powers of both such as has hitherto existed in the Bombay University Senate, not exclusiveness of talent equally eminent, can bring about a harmony in the Educational Department, likely to satisfy and benefit all parties.

To Q. 19.—

(*a*) The administration of the grant-in-aid in this Presidency appears to be strongly imbued with the spirit of military discipline, leaving little room for expansion according to their lights to non-Government schools. I much doubt that the number of details prescribed often on pain of forfeiting the grant, will secure greater efficiency and guard against imposition, while it certainly imposes an amount of work on head masters, Deputy Inspectors, Inspectors, seriously interfering with other work far more important, that of inspecting and directing.

There are, besides, continual changes of orders and counter, orders, without any visible system of communication of all such orders to the various schools. Such changes are at times issued in the middle of the scholastic year, and, what is worse still, without timely information being given to the different schools; and are nevertheless enforced at the time of examinations by examiners, specially Native examiners, who appear to have no choice left them, but must to the letter execute the orders received. It is impossible to calculate the harm thus done to schools.

9. (*b*) The *text books*, too, are prescribed with unnecessary minuteness, any departure from that rule appears to be fatal to the grant; and yet sometimes the books prescribed are not to be had anywhere, or were perhaps not yet printed.

10. (*c*) The *amount of grant-in-aid* is too parsimoniously allotted to private schools. This is indeed very surprising and inconsistent in a Government that officially appears to be anxious to be relieved of part of the burden of educating the people. The maximum hitherto allowed on the salary grant system in the best case is one-third of the salary given to masters by the Manager, dwindling down to one-fourth in less privileged schools. Without a higher percentage of public aid, say without one-half to the outlay Government incurs for its own pupils, it will not be possible to organise a large and general movement for the spread of education, such as Government contemplates. The starting of a good public school is expensive, and its venture attended by risks. I do not of course mean that education should take the form of a speculation, still there are, I think, but few friends of education with means and pluck enough to set aside a considerable sum for buildings, furniture, guaranteed salaries, at the risk of losing all—Government re-imburses only a small proportion of the money spent; and with the uncertainty that in the end Government may have reasons to disallow even such a grant altogether, attempts will be few and certainly not general enough.

The conditions, too, with which the small aid is fettered render the aid, such as it is, of questionable advantage. They are, to my thinking, out of all proportion to the galling servitude imposed. As not all boys can be trained on the same system irrespective of character and inclinations, so cannot and ought not school Managers with views and tendencies of their own be bound down to one and the same intellectual level—one which may by no means approve itself to all.

11. The *books prescribed* are often very unsuited to the general wants of the people. Morris's Grammatical Primer is specially intended for English boys, it supposes English as the Vernacular, and is in every way defective as a grammar for Indian students.

Collier's English History is the work of a man, unfair to Catholics and historically incorrect.

Clyde's and Duncan's Geographies, prescribed side by side, entail an amount of study out of all proportion to the certainly far more important branches of study.

Moreover, the very fact of books being prescribed by the Educational Department interferes seriously with the attempt of combining denominational teaching with profane learning. Government has pledged itself to keep aloof from sectarian teaching; to be consistent the books it prescribes must be colourless in the matter of religion. Government, then, though it theoretically professes to side with no religion, in point of fact and with this system checks the development of positive religion, benefits only the Atheist or the Theist; and is openly unjust to Catholics, whose religious feelings are systematically, though I avow quite unintentionally, hurt in many of the books prescribed.

I am well aware how difficult it is for Government, whose educational officers are mostly Protestants, to be in this respect fair and just to Catholics. It is not deliberate unfairness, or the wish to hurt, that determines the choice of books, but simply ignorance of Catholic belief and feeling not at all surprising in men of other denominations. To obviate the evils spoken of before, I would propose that—

12. (*a*) The whole Educational administration, also in the case of private schools, should be more simplified, limiting it to examinations, lists of attendance, and *occasional* information Government might require for special ends.

(*b*). The *choice of books* be left entirely to the Managers of private schools. This is done with advantage in the Bombay Presidency. Government loses nothing by the concession. All it ought to demand in return for aid given are specified results up to a given standard, and that may easily be ascertained at the official examination. The Managers would find it to their interest to procure books suitable for the procuring of the grant.

(*c*) More *care* I think might be taken by some *Government examiners* in conducting examinations. Judging from a few facts and expressions that came under my observation, one is led to believe that the Department is all in love with the salary system (though that, too, is not seldom disagreeably tutored), and that the result grant system is looked down upon as a *thing to be discouraged*. Haste and hurry at certain examinations, chiefly when done on paper, affects painfully both children and masters.

(*d*) Private schools ought to have more assurance given them that the grants for which they have toiled and been to expense, are not to be forfeited except on clear inefficiency or deliberate misconduct.

13. *To Q. 30.*—This question has been answered by me in part at least under Q. 19. I do not think that it can be said that religious neutrality is practically observed in Government schools and colleges. The books, chiefly books treating on history, are unfair to Catholics. Masters and professors are not seldom helplessly tied down, in questions affecting the honour and feelings of Catholics, to text-books and to helps of a similar kind, mostly published by Protestant authors, whose interpretations of a Catholic's views are often simply ridiculous, yet put forth in that travestied form as facts. Thus they become unfair to Catholic pupils, not through a deliberate wish of advancing what is false, but in blissful ignorance of the falsehood they are authoritatively propagating. The evil just referred to might be avoided by the appointment of a gentleman of known ability enjoying the confidence of his Catholic superiors on the educational staff in each Presidency, to whom could be entrusted the duty of advising the Directors in the matter of books likely to give offence to Catholics. After all, the largest section of Christians in India deserves some consideration at the hands of Government; Catholics have a definite belief, unchanging with time and men's views. Though in this respect they are exceptionally placed, the pledge of religious neutrality given by Government to all creeds, affects them too, such as they are. It is against that solemn pledge to make text-books obligatory on them, the teaching of which is against their consciences.

14. *To Q. 43.*—Schools, where both sexes meet ought on principle never to be tolerated in India. Such schools are seldom to be met with in Europe, and, where necessity leaves no alternative, are always viewed with suspicion by careful parents. It is on this account that the State schools in America are execrated, and justly so. But in India they would become hot-beds of corruption, and the very reasonable apprehension of evil consequences may be considered as the main cause of the backwardness of education among caste girls. The apprehension of Indian parents, justly and wisely ingrained in their hearts and minds, cannot easily be overcome, and I hope it never will.

15. *To Q. 44.—Girls' schools.*

The Catholic community in India would experience little difficulty in providing mistresses for girls' schools. The devotedness of the religious communities of ladies would make it comparatively an easy matter, were Government more liberal in granting State aid. The ecclesiastical superiors if properly supported could spread a net work of girls' schools throughout their districts. With regard to the efficiency of Nuns' schools there is, I think, but one voice of approbation; and yet Government, in accordance no doubt with existing rules, doles out to them a very pittance. The graded mistresses of these communities, at least in South Canara, are not entitled, they say, to the full salary of their grade, for the reason that their certificates are not *Normal*, and not *complete*.

Now there is no recognised female Normal school in Canara and Malabar, and even were our means to allow it, it is not feasible to send our Nuns to Madras.

Again, the vernacular of the Catholics of Canara and of a considerable number of Hindu Brahmans, is not Canarese, but Konkani, and I am not aware that provisions are made by Government for examinations in Konkani.

Notwithstanding these legal shortcomings of individual Nuns, their schools are in a flourishing condition.

16. As "rules are made for men, and not men for rules," I hope Government will see fit to change its legislation on the subject, and look upon results more favourably than upon formalities, as being certainly the better test of qualification. Besides, female teaching communities are Normal schools in all but in name. There the young girl, besides being usually of a better social position, is for years practically trained to school-work and learns method by habit. Being selected for her talent for teaching on admission to the community, she is specially taken in hand to fit her for her future vocation as mistress. When advanced to a class, the young Nun must practically show how far theory has assimilated itself. The head mistress of these Convent schools, always a lady of great practical experience, directs her still; faults are thus corrected, method improved, helps suggested. No better guarantee for future efficiency can well be devised.

I would then suggest that Government accept Convent schools as representing female Normal schools, and that Nuns' certificates, and similarly those of secular mistresses, be classified as *complete* certificates in such localities where the recognised vernacular of the country is not generally the vernacular of the people.

The like proposal, and for exactly similar reasons, I beg to suggest in favour of those religious communities of men that are teaching bodies.

Evidence of MAHOMED RAZZA KHAN, *of the Berar Commission.*

[My answers discuss the measures actually taken by Government for the development of Muhammadan education in the Madras Presidency; they also embrace my opinions on education in general.]

Ques. 1.—Please state what opportunities you have had of forming an opinion on the subject of education in India, and in what province your experience has been gained.

Ans. 1.—I received my initiatory education in the Government "Madrissa" at Madras, from which I matriculated in 1867. Thence I became a student of the "Madras Christian College:" from this institution I passed my F.A. Examination in 1869. Finally I entered the Presidency College, which I left shortly before receiving a Government appointment.

Secondly.—With reference to the Madras Government order No. 1847 of the 13th October 1876, I was on the 12th May 1877 appointed experimental Deputy Inspector of Muhammadan Schools, Madras Presidency, and was furnished with lists of the schools which I was to inspect; I was directed to remain for a short time at the Presidency town, watching the state of Muhammadan education in it. Afterwards, as soon as I had learned the routine duties of my appointment, I was directed to proceed to the 1st division, and thence to the 2nd, 4th, and 5th divisions, remaining in each as long as might be necessary, and then to return to the Presidency Division. I was required to visit all Muhammadan schools under inspection throughout the Madras Presidency, including Government schools, local fund schools, municipal schools, salary grant schools, results schools, &c. All of these were inspected in succession by me. The total number of schools visited by me in the year 1877 was 140, and in them there were 2,900 pupils. I thrice travelled over the whole of the Madras Presidency, noting carefully the state of Musalman education in it; and in recognition of my services my appointment was declared permanent by Government order 25th April 1878. The number of schools inspected in 1878 was 98 against 140 in 1877, containing 2,350 pupils against 2,900 of the former year. Of these schools, there were 15 belonging to Government and the rest supported by municipal and other agencies.

Ques. 2.—Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community? Can you suggest any improvements in the system of administration or in the course of instruction?

Ans. 2.—Prior to the appointment of the late Lord Hobart to the Governorship of Madras, no special attempts were made by this Government towards any kind of education of its Musalman subjects; but under the auspices of His Lordship equitable and instant measures were adopted to establish a sound system of primary education in districts mostly inhabited by Muhammadans. Elementary schools were started in 1873. Liberal schemes for the guidance of these "Muktabkhanas" were prescribed by the presidents of the municipal and local fund boards in consultation with education officers. Wholesome grants were fixed, and Muhammadan pupils were required to pay half of what a Hindu had to pay in the shape of school fees. They have since then continued to profit by these liberal opportunities for development of primary education among their community; and thus about 125 "Muktabkhanas" were started in 1877, with about 2,600 pupils, exerting a healthy influence by becoming feeders to the middle class "Madrissas," institutions like which have tended amply to answer a grave want of our community. I would suggest that every large "Moslem" village should contain a "Muktub" for primary education, and that it be managed by educated Muhammadans, or such as take a true interest in education. The subjects of instruction to be imparted therein should be as follows:—

(*a*) Reading and writing Hindustani.

(*b*) The four simple and compound rules of arithmetic.

(*c*) The geography of the district wherein the school is situated.

Ques. 3.—In your province, is primary instruction sought for by the people in general, or by particular classes only? Do any classes specially hold aloof from it; and if so, why? Are any classes practically excluded from it; and if so, from what causes? What is the attitude of the influential classes towards the extension of elementary knowledge to every class of society?

Ans. 3.—My experience as a Deputy Inspector of Muhummadan schools makes me observe that from Ganjam to Tinnevelly the system of primary education is sought for by Musalmans at large; whatever their means may be, their male children are made to attend "Muktabkhanas" between the ages of 8 and 12; opulent parents allow their sons to pursue higher education in Persian and Arabic by engaging the services of well versed "Moollahs." From the statistical statements furnished to me in 1879, I recollect I noted in my special report that Musalman attendance in "Muktabkhanas" was proportionately greater than that of Hindus and other caste boys was in "Pattasalas." In Chicacole, Rajahmundry, Narsapore, Masulipatam, Guntoor, and the Ceded Districts, well-circumstanced Musalmans have a spontaneous tendency to advance further elementary education among their co-religionists. The poor working classes of Musalmans hold themselves aloof from "Muktabs" owing to their indigent circumstances.

Ques. 4.—To what extent do indigenous schools exist in your province? How far are they a relic of an ancient village system? Can you describe the subjects and character of the instruction given in them, and the system of discipline in vogue? What fees are taken from the scholars? From what classes are the masters of such schools generally selected, and what are their qualifications? Have any arrangements been made for training or providing masters in such schools? Under what circumstances do you consider that indigenous schools can be turned to good account as part of a system of national education, and what is the best method to adopt for this purpose? Are the masters willing to accept State aid and to conform to the rules under which such aid is given? How far has the grant-in-aid system been extended to indigenous schools, and can it be further extended?

Ans. 4.—As far as my memory and experience help me, it may be safely observed that almost all the districts of the Madras Presidency contain some indigenous "Muktabkhanas" under the tuition and management of "Mouzzins" or "Kazis" who impart instruction in the "Al-Khoran," "Char Dervesh," "Karima," "Amadan," &c. In such institutions, arithmetic and other subjects attractive in ordinary schools are utterly ignored owing to the incompetency of the teacher; these schools are opened daily between 7 and 11 A.M., and also between 2 and 5 P.M.; the teacher is generally a very rigid disciplinarian and resorts to measures more stringent than those required for maintaining prison discipline. The fees are not collected upon a uniform scale; they vary according to the circumstances of the pupils. The masters in such schools are commonly "Moollahs" or "Mouzzins," apparently well versed in religious lore. I am now led to believe that, through the exertions of the present Director of Public Instruction, Mr. Grigg, these institutions have been brought under Government inspection; the majority of them being converted into "Muktabkhanas" upon regular result and combined system principles. In large "zillahs" Normal schools, generally containing a Muhammadan class, have been established for training teachers for such schools. Under present circumstances, the teachers devote one-third of their allotted time to religious instructions; this arbitrary time-table may be by-and-by-stopped in the course of regular annual inspection. Masters of these "Muktabkhanas" have profited themselves by State aid under the prescribed rules, by subjecting their schools to Government inspection.

Ques. 5.—What opinion does your experience lead you to hold of the extent and value of home instruction? How far is a boy educated at home able to compete on equal terms, at examinations qualifying for the public service, with boys educated at school?

Ans. 5.—Parents of boys who are well-circumstanced in life generally resort to home instruction, which is kept up with school education. School educated boys are generally of superior attainments. Home education does not develope strict disciplinary order and emulation.

Ques. 6.—How far can the Government depend on private effort, aided or unaided, for the supply of elementary instruction in rural districts? Can you enumerate the private agencies which exist for promoting primary instruction?

Ans. 6.—Where there has been a pressing need for elementary education, there "Madrissas" have been established without State aid. Large towns inhabited by Musalmans advocating the high and middle class educational systems, furnish a firm or elementary education; "Aúlims" are the best private agencies to develope a primary education.

Ques. 7.—How far, in your opinion, can funds assigned for primary education in rural districts be advantageously administered by district committees or local boards? What are the proper limits of the control to be exercised by such bodies?

Ans. 7.—The system now existing is that the district committees presided over by the district officers in consultation with the Divisional Education Inspector administer the funds fixed by the State for primary schools maintained upon results and grants-in-aid systems; these "Muktabkhanas" are annually subjected to regular examination by Government Inspectors, who regulate their grants upon the results of their inspections; this current system, I am of opinion, need not be disturbed.

Ques. 8.—What classes of schools should, in your opinion, be entrusted to municipal committees for support and management? Assuming that the provision of elementary instruction in towns is to be a charge against municipal funds, what security would you suggest against the possibility of municipal committees failing to make sufficient provision?

Ans. 8.—I would suggest that elementary "Muktabs" may be entrusted to the municipal and local fund bodies. Precautionary steps should be taken for funds to maintain these elementary institutions under their agencies.

Ques. 9.—Have you any suggestions to make on the system in force for providing teachers in primary schools? What is the present social status of village schoolmasters? Do they exert a

beneficial influence among the villagers? Can you suggest measures, other than increase of pay, for improving their position?

Ans. 9.—I believe that the current system is that in certain large districts there is a Normal school containing some arrangements for providing teachers for Musalman primary schools; these schools should not be made to give a regular instruction to the teachers like an ordinary school, but they should train teachers generally to impart instruction to the elementary schools.

Ques. 10.—What subject of instruction, if introduced into primary schools, would make them more acceptable to the community at large, and especially to the agricultural classes? Should any special means be adopted for making the instruction in such subjects efficient?

Ans. 10.—Such books as "Talizib," district geography, &c., may be appreciated by our community at large.

Ques. 11.—Is the vernacular recognised and taught in the schools of your province the dialect of the people; and if not, are the schools on that account less useful and popular?

Ans. 11.—No; in all these elementary schools nothing but the study of "Urdu" is attended to; neither "Telugu" nor "Tamil" is taught. During my annual inspection tour of Northern Circars in 1878, I received petitions from the Muhammadans asking me to recommend that "Urdu" study should be displaced by "Telugu," the district vernacular; I forwarded these petitions to the Collector of the Godavery District for disposal. I firmly hold that Musalman boys in these "Urdu" schools should be made to study "Tamil" or any other district vernacular, to adapt themselves to local demands.

Ques. 12.—Is the system of payment by results suitable, in your opinion, for the promotion of education amongst a poor and ignorant people?

Ans. 12.—I am not wholly an advocate of this system. Musalman education in the Presidency of Madras at present, and for some time to come, must labour under great disadvantages, and under such circumstances results as exhibited by the aptitude of scholars will not be a safe indication of the value of the exertions of a master. In respect of primary education, exaction must be of the mildest type. An enterprising Muhammadan setting up an educational institution in a Madras village where hitherto such an institution has been unknown, has to contend in the first place against obstructive parents; in the second against indifferent and apathetic pupils, and if to these disadvantages were added the rigid exaction of fixed conditions by the State, it would be safe to state that the position of this venturous Muhammadan teacher would be sadly precarious.

Ques. 13.—Have you any suggestions to make regarding the taking of fees in primary schools?

Ans. 13.—It takes a little time for parents and pupils to appreciate the benefits of education; therefore I would recommend that no questions of gain, which after all could only be slight, should stand in the way of inducement to enter primary schools. I would in this feeling suggest that no fees be charged for the first year of a pupil's tuition, and that the following should be exempt altogether:—

(1) The children of servants, labourers, and village artisans.

(2) The children of all those who contribute an educational cess. Lastly, I would enter the opinion that in fixing the amount of the fee, it will be impossible to err seriously on the side of liberality. It should be quite nominal.

Ques. 14.—Will you favour the Commission with your views, first, as to how the number of primary schools can be increased; and secondly, how they can be gradually rendered more efficient?

Ans. 14.—It is quite an axiom that the vitality of these Musalman schools commencing with their first existence and up to their subsequent development to a state of healthy permanency is centred completely in the teachers. How to create these in numbers sufficient to meet requirements and possessing qualities is the simplest enunciation that could be made of the problem contained in this question. I will now proceed to suggest a solution of it.

I would recommend that Normal schools containing distinct provision for qualifying Musalman teachers be established at every "tahsil" or "taluq" station, and to these institutions be admitted two or three young Muhammadans from every village having a Musalman population sufficient to justify its being called an important or a large Muhammadan centre. In selecting these, preference should be given to the sons of the most respectable and influential residents of the village in question, who might have the distinct assurance that qualifying to the necessary extent will bring about appointment to the schoolmastership of the village wherein they have been born and reared and in which their parents and people live. This would be inducement enough to get the younger sons of the best village Muhammadan families to enter the Normal institutions recommended and to work in them well and industriously. I need not enlarge on the prospects of popularity and success schools presided over by such masters would have—they are obvious. In these lines I have answered that portion of the question which refers to increasing the number of village Musalman schools.

Ques. 15.—Do you know of any instances in which Government educational institutions of the higher order have been closed or transferred to the management of local bodies, as contemplated in paragraph 62 of the Despatch of 1854? And what do you regard as the chief reasons why more effect has not been given to that provision?

Ques. 16.—Do you know of any cases in which Government institutions of the higher order might be closed or transferred to private bodies, with or without aid, without injury to education or to any interests which it is the duty of Government to protect?

Ans. 15 & 16.—The only cases in which I could commend such an expedient would be those of the "Government Madrissa" and the "Muhammadan Anglo-Vernacular School, Mylapore," both at Madras, being amalgamated—the first with the "Christian College" maintained by the "Free Church Mission Society," and the second with "Lord Harris' Hindustani School" administered and managed by the "Church Mission Corporation."

In general terms I would commend that wherever mission schools exist and flourish in a pre-eminent degree, Government Muhammadan schools should be merged in them. Broadly, it is not profitable that a number of small and suffering institutions should wage a weak competition certain to be ultimately fatal to them against another which is central and conspicuous by reason of its prosperity.

The spirit of the Despatch of 1854 may be somewhat violated by these opinions and recommendations, but they are written in 1882, whereas the Despatch was penned to suit the conditions obtaining in India in 1854—more than a quarter of a century ago. In the interval her populations have progressed astonishingly in matters pertaining to liberty of thought and action.

Ques. 17.—In the province with which you are acquainted, are any gentlemen able and ready to come forward and aid, even more extensively than heretofore, in the establishment of schools and colleges upon the grant-in-aid system?

Ans. 17.—Reading this question suggests to my mind the names of His Highness the Maharajah of Vizianagaram and the Rajah of Pittapore. Both of these princes have been, up to this, very liberal in the matter of aiding Muhammadan education. Haji Muhammadan Padsha Saheb, an opulent merchant residing at Triplicane in Madras, is also one of those to whom those interested in the spread of education have reason to be grateful for past and present support. This gentleman is one of the wealthiest Musalman traders in India, and his liberality is quite on a par with his wealth. I am quite confident that all to whom I have adverted would willingly make further endowments, were they assured of benefit resulting therefrom.

Ques. 18.—If the Government, or any local authority having control of public money, were to announce its determination to withdraw, after a given term of years, from the maintenance of any higher educational institution, what measures would be best adapted to stimulate private effort in the interim, so as to secure the maintenance of such institution on a private footing?

Ans. 18.—The first step towards securing such a stimulus as is implied in this question would necessarily lie in the direction of getting the wealthiest and most influential of the community of the place wherein the institution existed to concern themselves in its well-being. This could not be more readily effected than by making committees of them and allowing them to share in the governing of an institution while it existed under State aid. Thereafter its improvement and success should elicit from Government the conferring of distinctions on those of such committees who had been specially forward and painstaking. In this way members of these committees would be trained into regarding the interests of the institutions they supervised as quite their own; and once this became a habit and hobby, the end in view might be termed accomplished. Men of means who by reason of years of association had once become thoroughly interested in an institution, would scarcely stand by and see it die to their own lasting discredit.

Ques. 19.—Have you any remarks to offer on the principles of the grant-in-aid system, or the details of its administration? Are the grants adequate in the case of (*a*) colleges, (*b*) boys' schools, (*c*) girls' schools, (*d*) Normal schools?

Ans. 19.—The principles are sound, and up to the limits of my own knowledge the grants where they are given are liberal. I would only suggest that no grant should be withdrawn from a primary school unless the Collector of the district and the Divisional Inspector of Schools, after personal inspection, *conjointly* decide that such should be the case.

Ques. 20.—How far is the whole educational system, as at present administered, one of practical neutrality, *i.e.*, one in which a school or a college has no advantage or disadvantage as regards Government aid and inspection from any religious principles that are taught or not taught in it?

Ans. 20.—The aid of Government is bestowed invariably without consideration of the giving or withholding of religious instruction or its nature. If a mission school mixes secular instruction with instruction in the principles of Christianity, Government does not on the latter account augment a grant, neither does it reduce or take it away. Similarly does it treat schools wherein secular teaching is combined with a systematic inculcation of the principles of the creed of "Islam." This excellent feature I ascribe entirely to the personal influence and concern of those European officers who are entrusted with departmental direction and control in the different provinces of India. These, appreciating the motives and policy of Government, administer their departments in strict accordance therewith. For some time to come, I would be sorry to see these places filled by Natives; I would scarcely except that dispassionate judgment which places all classes and creeds on an equal footing, and specially would I not look for it in "Brahmins" or "Sudras," but I could be certain of it in an European. The last would have no traditional prejudices to conquer; the former would need to cleave a way through mountains of these.

Ques. 21.—What classes principally avail themselves of Government or aided schools and colleges for the education of their children? How far is the complaint well founded, that the wealthy classes do not pay enough for such education? What is the rate of fees payable for higher education in your province, and do you consider it adequate?

Ans. 21.—The Muhammadan middle classes avail themselves of higher education generally, and from these classes by far the largest quota is represented by Government and public servants. I consider the fees fixed not small even when levied on the most well-to-do persons. In the Madras Presidency, special concessions in respect of these fees have been made in favour of Muhammadans; and I do not deem that these concessions are at all unadvised on the score of their being too liberal.

Ques. 22.—Can you adduce any instance of a proprietary school or college supported entirely by fees?

Ans. 22.—I know of two such institutions: both are at Triplicane in Madras; one is known as Haj Padsha's and the other as Mohiddeen Lubbay's school. They are elementary "Madrissas."

Ques. 23.—Is it, in your opinion, possible for a non-Government institution of the higher order to become influential and stable when in direct competition with a similar Government institution? If so, under what conditions do you consider that it might become so?

Ans. 23.—I believe in the possibility of a private institution of the higher order, which, without opposition had attained a flourishing state of existence, thereafter holding its own against the competition at even a Government institution of more recent birth. (The leading Missionary institutes of India will bear out the correctness of this belief.) But I am altogether sceptical of a private educational establishment being ever able to so expand itself so as to eclipse and overshadow

a neighbouring Government institution of contemporary or previous existence. The reason for this is that Government institutions are invariably the most preferred and favoured not only by the State but also by all those who crave and court State favour. In this way, besides the advantages which fairly accrue to them from rules, principles, and favourable conditions laid down and granted for the benefits of its higher educational institutions by Government itself, there is to be reckoned the great gain these have in the suffrages, the support, and the concern which they usually monopolise of the officers of Government interested by obligation in them, and of the influential classes whose end and aim is to stand well with Government and its officers. An Educational Inspector, a Collector, or a Commissioner, would certainly give more of his concern to the needs of an institution the failure or welfare of which involved his official credit, than he would care to bestow on a Missionary or other private institute which might live or die without involving him in any responsibility. In the same way, rich Natives who seek public favour will more readily and liberally endow and subscribe towards a Government institution, than they would in case of a private one. I answer the second part of this question by recommending that all that I have pointed out above as exceptional advantages possessed by Government institutions exclusively, should be either discouraged and eradicated, or bestowed at least in an equal proportion on private ones.

Ques. 24.—Is the cause of higher education in your province injured by any unhealthy competition; and if so, what remedy, if any, would you apply?

Ans. 24.—Higher education in the Madras Presidency is very nearly altogether imparted by Government institutions. Missionary institutions aid in a comparatively minor degree. The Missionary establishments are, I believe, principally of old standing. Their repute is good and their state substantial. There is ample room in the Presidency for them as well as for the Government institutions of their status at present in existence, and judging by the aggregate of annual educational results usually obtained by the Missionary institutions as set against those exhibited by Government ones, there is not much to choose between them. They are comparatively about equal in both quantity and quality.

Ques. 25.—Do educated Natives in your province readily find remunerative employment?

Ans. 25.—I respond to this question only in reference to the Muhammadans of the Madras Presidency, of which class I am one, and of whose grievances in the matter interrogated upon I have some knowledge and a little experience.

I will preface statistics with a brief relation of my personal experience. After I had passed my F.A. Examination, I would have persevered in my studies to the attainment of the highest University honours. A family disagreement, however, threw me suddenly on my own resources and forced me to seek employment in the Government service. Armed with recommendatory letters from the Honourable Sir W. Robinson, K.C.S.I., the late Honourable R. S. Ellis, C.B., and Mr. George Thornhill, the then first member of the Revenue Board, and depending not on circumstances of family or birth (although I might very justly have counted upon them on such an errand), but only on my educational claims, *viz.*, what my F.A. degree gave me, I sought the favour of a Brahmin gentleman holding high office in the Presidency in the matter of a small appointment which was then vacant in his office and at his disposal. It will scarcely be credited that this gentleman rejected me and my claims in favour of a Brahmin candidate who had certainly no superior personal claim or recommendation besides his caste.

In the Madras Presidency there are at present in the higher branches of the Judical and Revenue line four Muhammadan Deputy Collectors in a total of upwards of 45; there are 2 Muhammadan district moonsiffs in a total of 40; 5 Musalman tahsildars and 6 deputy tahsildars in a total of 180 each. In the superior grades of the Salt Department there is not a single Muhammadan. The Registration Department, jealously barred against Muhammadans up to the succession of Mr. G. Hamnett to the office of Inspector-Generalship, has now, through his tolerance and sense of justice, admitted some 15 Muhammadans to its ranks as sub-registrars. Facts like this last one make me repeat the fervent hope expressed in my answer to question 20, that for some time to come I would not like to see the direction and control of departmentsi n the hands of Natives.

I challenge at once any assertion that may pretend to declare that the extent of the employment of Musalmans has been limited only by the available supply of educated Muhammadans in the Presidency. For the next decade to come I will undertake to name for every post vacated in the higher grades of the public services at least half a dozen educated Moslem gentlemen quite competent to assume it. As regards the possible contention that Muhammadans must share public services with Hindus and other classes in proportion to their numbers, I ask where is this share and proportion visible in the figures I have given in the foregoing paragraph? The late Lord Hobart,—whose untimely demise dealt a blow to the cause of Muhammadan advancement in the Madras Presidency, just at the time when his disinterested championship of that cause—up to then a failing one—had presented a singularly brightened future to its advocates, amongst many other acts denoting personal earnest espousal on his part,—directed that all heads of offices and departments should submit to Government a quarterly return showing the extent to which Muhammadans were employed by them. Shortly after his death, this order fell into disuse, and has now, I believe, been discontinued altogether. While thus advocating the cause of my co-religionists, I must raise my voice in their interests against the mis-called liberality and the unwholesome concessions made to them in certain instances by relaxation of the rules which make admission or continuance in certain places subject to fixed tests. I hold that favour to Muhammadans may take any other form than this, which I deem to be most pernicious to, and destructive of, their real interests. The Muhammadan who would seek to evade a prescribed general test of competency, in my opinion would deserve nothing.

Ques. 26.—Is the instruction imparted in secondary schools calculated to store the minds of those who do not pursue their studies further, with useful and practical information?

Ans. 26.—In the Madras Presidency secondary education brings about a fair grounding in a vernacular and a smattering of English. The latter is forgotten almost immediately its practice ceases; the former is useful, if the vernacular taught should happen to be one of those few

which has a literature of its own worthy the name. In Madras, instances of the combination of such vernaculars as Malyalum, Canarese, &c., with English in secondary education, would induce from me a negative answer to this question. But in cases having reference to secondary teaching, in which the vernacular combined with English happened to be Urdu, Tamil, Telugu, I would certainly say that even where it stopped, useful and practical information would have been imparted.

Ques. 27.—Do you think there is any truth in the statement that the attention of teachers and pupils is unduly directed to the Entrance Examination of the University? If so, are you of opinion that this circumstance impairs the practical value of the education in secondary schools for the requirements of ordinary life?

Ans. 27.—Successful results in the Entrance Examination are undoubtedly usually accepted in India as a criterion of the obtainment of its main object by a secondary institution. Therefore it is only natural that teachers keen on success should devote all their energies to obtaining good matriculation results. But secondary education is intended to effect a great end of its own quite apart from contributing prepared material for higher education. This end, which is that of imparting useful practical knowledge, under the circumstances stated, is in most, if not all cases, sadly neglected or entirely ignored. It is perfectly safe to observe that it is seldom or never obtained in the degree in which it is to be desired.

Ques. 28.—Do you think that the number of pupils in secondary schools who present themselves for the University Entrance Examination is unduly large when compared with the requirements of the country? If you think so, what do you regard as the causes of this state of things, and what remedies would you suggest?

Ans. 28.—The number is large as compared with that which represents the whole extent of the bestowal of secondary education; it is also in excess of the requirements of the country. Witness hundreds of starving matriculates and as many hundreds living literally from hand to month in the Madras Presidency. This evil—and in my opinion it is one of the first magnitude—will only be eradicated by making the University Examinations less frequent than yearly.

Ques. 29.—What system prevails in your province with reference to scholarships; and have you any remarks to make on the subject? Is the scholarship system impartially administered as between Government and aided schools.

Ans. 29.—The Government scholarships are equitably divided in the Madras Presidency between Government institutions and aided ones. The principles on which they are based and constructed are sound and satisfactory inasmuch as—to the best of knowledge and belief—the system regulating the bestowal of these scholarships is really popular.

Ques. 30.—Is Municipal support at present extended to grant-in-aid schools, whether belonging to Missionary or other bodies; and how far is this support likely to be permanent?

Ans. 30.—Muhammadan grant-in-aid schools situated within the limits of well-to-do Municipalities are supported by them to some extent. I believe that with self-government greatly extended as it is about to be to all Indian Municipalities this support will increase and will gain in respect of permanency. From Ganjam to Tinnevelly I know of no Missionary endeavours directed towards the education of Muhammadans receiving assistance from a Municipality.

Ques. 31.—Does the University curriculum afford a sufficient training for teachers in secondary schools, or are special Normal schools needed for the purpose?

Ans. 31.—I consider that in respect of teaching as an art very little instruction is imparted by Universities—their object is to stuff their undergraduates towards the obtainment of University honours without much regard to the special requirements of these in after-life. Those, therefore, who hereafter will have to make teaching their vocation, have no practice and very little instruction in that line, and similarly as regards other professions and callings. This I look upon as one of the greatest defects in Indian education of the higher and middle kinds. In each branch of these a certain amount of knowledge of an unvaried sort is imparted without any attempt to specially provide the particular store which in individual cases is calculated to lessen and assuage the severities of the struggle for livelihood. I deem—on the basis of these views—that Normal institutions are necessary for the special training and making of teachers.

Ques. 32.—What is the system of school inspection pursued in your province? In what respects is it capable of improvement?

Ans. 32.—Inspection in the Madras Presidency is very desultory, and occasionally European Inspectors seldom visit primary schools oftener than annually. Deputy Inspectors see the institutions within their areas of inspection twice or thrice in a year. As regards Muhammadan schools, a solitary Deputy Inspector has the range and run of the entire Presidency. I am of the opinion that wide areas of inspection are inseparable from the two evil conditions of rare inspections and hurried ones, and these are prolific germs of the very evils which supervision is understood and meant to specially prevent or destroy.

Ques. 33.—Can you suggest any method of securing efficient voluntary agency in the work of inspection and examination?

Ans. 33.—I think that in large towns and cities, boards of inspection and examination could always be feasibly composed of members who would give their services as such quite "*pro bono publico.*" As regards primary and secondary schools, the inspecting of them usefully should certainly lie within the abilities and opportunities of mofussil Government officers from "naib tehsildars" upwards. The services of these, however, need not be depended on or looked for in the voluntary sense. As servants of Government they would be bound to obey its directions; and these might be issued in the sense of this suggestion.

Ques. 34.—How far do you consider the text-books in use in all schools suitable?

Ans. 34.—The text-books of the Madras Presidency in use in Muhammadan schools are suitable enough in regard of the subjects they are intended to teach. The number of these subjects, though, might be increased so as to create more of variety of an interesting and useful sort.

Ques. 35.—Are the present arrangements of the Education Department in regard to examinations or text-books, or in any other way, such as

unnecessarily interfere with the free development of private institutions? Do they in any wise tend to check the development of natural character and ability, or to interfere with the production of a useful vernacular literature?

Ans. 35.—The present system of education through its school texts has undoubtedly to a great extent dispensed with vernacular literature, which consequently has languished and is now in an impaired state in comparison to that in which it was half a century ago.

The moment education is finished and school left, the first object of the educated is to obtain either public or mercantile employment. To this end they devote all their energies to the acquisition and study of only those works in English or the vernacular which can instruct them within the lines on which they meditate casting their future. To help in this way the vernacular literature of the past is useless—and disuse of it is slowly but surely bringing about its eradication.

Ques. 36.—In a complete scheme of education for India, what parts can, in your opinion, be most effectively taken by the State and by other agencies?

Ans. 36.—For the next quarter of a century at least all primary and secondary education should be directly under the ægis of the State education. These classes of education, for some time to come, will, in India, be a bad investment in regard of private enterprise—as for the higher branches of education, in many places it will be possible to replace actual State support by simple State encouragement at once. Afterwards—it will probably not be long—all institutions of collegiate status might become similary circumstanced without detriment.

Ques. 37.—What effect do you think that the withdrawal of Government to a large extent from the direct management of schools or colleges would have upon the spread of education, and the growth of a sprit of reliance upon local exertions and combination for local purposes?

Ans. 37.—The efforts of Government to educate the masses of India has up to this been limited to what may be termed a rising generation. It is then only to this generation that we can look for appreciation of the benefits of education, and consequently for the existence of a "*spirit of reliance upon local exertions and combinations for local purposes.*" But the generation alluded to has as yet barely left the schools and colleges in which it has been trained in intellect and thought, and until the individuals of which it consists become parents and responsible heads of families, in fact until they succeed their elders now in the flesh, there will be no chance of answering this question so as to give a glowing description of excellent results attending the change it enunciates.

Ques. 38.—In the event of the Government withdrawing to a large extent from the direct management of schools or colleges, do you apprehend that the standard of instruction in any class of institutions would deteriorate? If you think so, what measures would you suggest in order to prevent this result?

Ans. 38.—I believe that if the withdrawals contemplated were executed judiciously, that is, that only the most thriving and most ancient of institutions were selected from time to time for test of their ability to stand by themselves, the standards of their instruction would be increased and not lowered. An institution sufficiently healthy to make the effort of competition without fear of collapsing under it would be sure to make it successful, and first successes would be sure to pave the way to greater ones.

Ques. 39.—Does definite instruction in duty and the principles of moral conduct occupy any place in the course of Government colleges and schools? Have you any suggestions to make on this subject?

Ans. 39.—The moral principles and precepts common of adoption and observance amongst Natives are those which form the base and groundwork of their different religions. It will therefore, to my mind, be impossible to separate ordinary moral from religious instruction. I see no serious objections, nor in fact any whatever, to religious instruction being combined with primary and secondary education—provided that Christians do not teach Islamism to its youthful followers, that "Moollahs" do not supplant "Pundiths" in regard to young Hindus, and so on. I am of the opinion that an assurance of instruction being imparted to scholars by a qualified person in the different religions to which they belong, would be a great as well as an additional inducement to Native parents of all states and creeds to send their children to school. In the Muhammadan schools of the Madras Presidency, small treatises discussing moral principles are taught now.

Ques. 40.—Are any steps taken for promoting the physical well-being of students in the schools or colleges in your province? Have you any suggestions to make on the subject?

Ans. 40.—In some places sports and gymnastics are encouraged. These are usually the locations of secondary and higher institutions. I am of opinion that much more should be done than at present is done for the promotion of physical well-being. It is a familiar fact with all who know anything of India, that there existed in it during centuries past an excellent system of calisthenics peculiarly Indian in invention and adoption. The great merit of these was that they might be availed of and practised to great bodily advantage without anything like the expense attending the introduction of any European course of gymnastics. Here I may state briefly that the requirements of the Indian system are (*a*) a wrestling and jumping arena, which is termed an "*akhara,*" and usually is nothing more than a space superficially rendered less than naturally hard by digging it up and then pulverising the clods to find dust; (*b*) a couple of pairs of Indian clubs; (*c*) a couple of "*laighams,*" *i.e.*, bars with chains attached which are used expressly to distend and develope the chests; (*d*) a *malkham* or upright smooth pole, the exercises of which, consisting of clinging to it with legs or hands alternately, then executing sundry twists and turns of the trunk, give strength to the arms and legs and impart great suppleness to the spine. There was a time when all over India physical training was sought after as a means of livelihood. Athletics with any pretensions to excellency were always sure of obtaining lucrative employment at the courts of Indian princes, and there were regular training institutions which produced and sent them forth in large numbers. All this has now, however, almost entirely passed away. In India in the present time "*Phailwans*" are at a discount, and such of them as are in existence are only too ready to take employment as sepoys or peons.

I think it would be a capital thing in the way of improving the physique of the pupils of primary schools to establish "*akharas*" in connection with them wherever they exist, and to enlist as teachers the services of such "*Phailwans*" as may be procurable. These men, who would act as teachers of calisthenics, might have a range of schools amongst which each would distribute his attention. After a little time the most apt of the pupils of each school would be able to instruct during the intervals of the teacher's absence. The initial cost of establishing an "*akhara*" would not exceed ten or twelve rupees for the providing of all accessories.

Besides the good which the institutions above recommended and described would do in the way of effecting physical improvement and promoting bodily culture, I would anticipate as attendant on their introduction enhanced popularity of schools. I know by personal experience that the most favoured of scholastic institutions are usually those in which some attempt is made to provide physical exercises, which are generally considered as a pleasant recreation.

As regards European gymnasia and English sports, they are to be found in existence or practice in varying states of completeness and adoption in nearly every college or school of the higher denominations. Where such is not the case, I would recommend their immediate provision and introduction.

I have written at some length on this subject, but have felt myself justified in doing so by the knowledge that I was advocating the revival of that which in former days made Natives of fair stature and structure a deal more common and less rare than they now are.

Ques. 41.—Is there indigenous instruction for girls in the province with which you are acquainted; and if so, what is its character?

Ans. 41.—The instruction of Muhammadan girls as obtaining in the Madras Presidency is wholly confined to home tuition, and usually is restricted to the object of imparting just sufficient knowledge as would enable the deciphering of Alkoran and conversancy with the rules and principles of religious living.

Ques. 42.—What progress has been made by the Department in instituting schools for girls; and what is the character of the instruction imparted in them? What improvements can you suggest?

Ans. 42.—I know of no progress worthy the name made by the Government Educational Department in connection with Musalman female education in the Madras Presidency. Private endeavours directed towards the development of such education will be noted in answering question 46.

Ques. 43.—Have you any remarks to make on the subject of mixed schools?

Ques. 45.—Are the grants to girls' schools larger in amount, and given on less onerous terms, than those to boys' schools; and is the distinction sufficiently marked?

Ans. 43 & 45.—I give one answer to both of these. I accept the term "mixed schools" as applying to an admixture of creeds only. The other probable construction, which would imply an admixture of sexes, I, in the interests of Muhammadan female education, am precluded from even contemplating. Taking the phrase then in the first interpretation, I would advocate against mixture. I believe that female schools would be more popular and consequently do more good, if they were established for Hindus or Muhammadans exclusively. The grants to girls' schools in Madras are fixed at 1½ times the figure extended to boys' schools. The principle regulating the distribution of these grants is sound and popular and need not be disturbed.

Ques. 44.—What is the best method of providing teachers for girls?

Ans. 44.—Education of Muhammadan females will need to be of two forms—one adaptable to the teaching of those of the better classes, the other designed to suit the requirements of the lower classes. In a word, "*purdah nisheens*" would need being provided with home education, while the *non-purda nisheens* might be suited in regular schools established for them. As regards the carrying out of the first idea, no great difficulty would be experienced in establishing classes in the residences of influential Muhammadan gentlemen. These would be composed of the members of the consenting gentleman's own family as well as those of his friends; the only difficulty attending its adoption on a large scale being that of providing a suitable teacher, who I need not say would have to be a Muhammadan lady. As regards the teaching of the non "purdah" women, the State I think would have to do nearly everything. The Muhammadan family whose females are driven by indigence and need (and these can be the only causes) to the exposure attending daily labour, will ever be too poor to pay anything of themselves. For these, I would construct the school so that it represented the dwelling of the teacher as well as a point for congregation of the scholars.

As for the provision of teachers for Musalman females, as I have said before they would of imperative necessity have to be Muhammadan ladies. How these are to be discovered and trained would involve first the provision of a Central Imperial Normal establishment, wherein English lady teachers selected from Normal schools in England would learn the different vernaculars of the provinces they would ultimately be destined for. After having acquired this knowledge, they would, in accordance with the needs of provinces, be drafted to them and take up their permanent positions as principals or teachers of provincial Normal institutions. Selections for these latter would be made of Native ladies—preference being given, wherever choice was possible, to the educated.

I do not anticipate any considerable difficulty in inducing Native ladies to take such places. Given an arrangement securing them against violation or outrage of creed and social prejudices or customs, I do not in this direction see any prospect of serious obstruction. I have already written that the English lady teachers should be obtained from England. I would lay special stress on this condition, because much of success would depend on its adoption or rejection. We Natives have the experience that English people when they first come out to India are perfectly free from race prejudice, and consequently are courteous and considerate towards all Natives with whom they come in contact. Then, because the daily intercourse of the great majority is almost entirely confined to Natives of the lower classes, *e.g.*, their own servants, chuprassees, &c., they come through the shortcomings of these to note in a general way which knows no distinction that Natives lie, steal, &c. After this comes that unreasonable sense of infinite race superiority which is so difficult of repression, which creates a feeling and an

ostentation of contempt for all Natives which Englishmen as a rule never bring out with them, but which subsequently they acquire. My proposal is pointed towards providing against this evil in behalf of Native lady teachers.

As regards the inspection of Muhammadan female schools, male agency would have to be entirely avoided. The lady Principal of the Provincial Normal school would need to be an Inspectress of Musalman female schools in small provinces, she might delegate her duties to the headmistress during the intervals covered by inspection. In large provinces there might be a special appointment, or the Inspectress of the Hindu girls' schools in Madras might be entrusted with that work if she is qualified in Hindustani.

Ques. 46.—In the promotion of female education, what share has already been taken by European ladies; and how far would it be possible to increase the interest which ladies might take in this cause?

Ans. 46.—European Missionary ladies do take some interest in the matter. I am aware of few others doing so. But amongst these few in humble and simple gratitude I rejoice in having the opportunity here afforded me of mentioning the names of Lady Hobart and Mrs. Carmichael. These ladies have generously and earnestly emulated their distinguished husbands in personal concern for an alien brother and sisterhood; and Lady Hobart's endowment at the Hobart Zenana school, in which Mr. Carmichael has a genuine interest unremittingly displayed, is an institution which proves to Muhammadans of the Madras Presidency that there are not only European gentlemen but European ladies as well who can sympathetically think of and care for them.

In general terms, though, I cannot appreciate the good which would result from ladies possessed of a mere colloquial knowledge of Hindustani sufficient only to enable them to make their wants known to their servants, interesting themselves in Native female education. Here I advert, with all due respect and esteem, not to exceptional cases such as I have mentioned, but to the generality of European ladies. If European ladies will *"pro bono publico,"* of sheer sympathy with their Indian sisterhood, apply themselves to the gaining of an especial knowledge so as to be enabled to impart or to supervise its imparting, incalculable good would doubtless therefrom flow.

Ques. 47.—What do you regard as the chief defects, other than any to which you have already referred, that experience has brought to light in the educational system as it has been hitherto administered? What suggestions have you to make for the remedy of such defects?

Ans. 47.—The chief defect that I note—and, akin to Aaron's rod, it swallows up every other shortcoming—is the mere stuffing with a certain amount of book-lore, without regard to future practical wants, which attends the present system of middle and high education. I re-advert here to the starving matriculates of Madras.

Ques. 48.—Is any part of the expenditure incurred by the Government on high education in your province unnecessary?

Ans. 48.—The expenditure incurred by Government on high education is in my opinion only so far unnecessary as is represented by instances of the needless existence and opposition of Government institutions where flourishing private ones already exist.

Ques. 49.—Have Government institutions been set up in localities where places of instruction already existed, which might by grants-in-aid or other assistance adequately supply the educational wants of the people?

Ans. 49.—I have already, in answer to a previous question, mentioned the instances asked for by this question.

Ques. 50.—Is there any foundation for the statement that officers of the Education Department take too exclusive an interest in higher education? Would beneficial results be obtained by introducing into the Department more men of practical training in the art of teaching and school management?

Ans. 50.—To my mind there is. Educational officers run in accord with the public opinion that University results are the sole test of education. The public eye discerns colleges and higher schools and the public mind asks for their results. Village schools are comparatively insignificant, and the aggregate of which they are the small and separate manifestations, *i.e.*, primary education is not viewed as such. My opinion of the advisability of making more teachers and better ones has already been expressed.

Ques. 53.—Should the rate of fees in any class of schools or colleges vary according to the means of the parents or guardians of the pupil?

Ans. 53.—I am not an advocate of fees for higher education being proportioned to means, and this opinion is quite distinct from what I have already expressed in favour of moderate fees. There are certain things in this world that can only be enjoyed by those who can pay for them, and amongst these I class higher education. To place it within the reach of all by such proportionment as is suggested in this question, would go towards creating at some future though remote date a universally highly educated state, and I could only look on such a state as a calamity quite equal to that of total ignorance. Sufficient is it to lighten where lumination is wanted; there are other conditions necessary to the world's welfare that exist and thrive best in the dark. Therefore would it be wise to diffuse no more light than is actually commensurate with worldly exigencies.

Ques. 54.—Has the demand for high education in your province reached such a stage as to make the profession of teaching a profitable one? Have schools been opened by men of good position as a means of maintaining themselves?

Ans. 54.—I can only answer this question negatively. The demand for education is due to the coveting of lucrative Government appointments,—not to an ambition for earning, to some extent, an independent livelihood by teaching.

Ques. 55.—To what classes of institutions do you think that the system of assigning grants according to the results of periodical examinations should be applied? What do you regard as the chief conditions for making this system equitable and useful?

Ans. 55.—To middle and higher class education. I would like to see greater and better results exacted than at present, with greater intervals between periodical examinations. The evil of B.A.'s serving at ₹10 or 15 per mensem and matriculates actually starving, is only to be eradicated by raising the standard of examinations which are to decide a man a scholar in the sense that on his repute as such alone he may meet with a ready and liberal demand for his attainments.

Ques. 58.—What do you consider to be the maximum number of pupils that can be efficiently taught as a class by one instructor in the case of colleges and schools respectively?

Ans. 58.—Without feeling myself able to give the exact figures here required, I consider that there should not be much difference between the number of pupils making a college class and that making a school class. In the one case, *i.e.*, the former, comparatively abstruse matter has to be instilled into minds comparatively advanced; in the other, the latter, comparatively simple matter has to be instilled into minds as simple. These conditions would imply advantages and disadvantages of teaching on a par in reference to either class of education.

Ques. 59.—In your opinion, should fees in colleges be paid by the term or by the month.

Ans. 59.—I would advocate as a rule monthly payments, with the alternative in cases of failure in these that forbearance ceased after, say, a quarter's payments fell into arrears.

Ques. 60.—Does a strict interpretation of the principle of religious neutrality require the withdrawal of the Government from the direct management of colleges and schools?

Ans. 60.—Not at all. We exist, and to a certain extent thrive, under this condition already. Muhammadan parents will be grateful to Government if in the future it combines the teaching of Islaminism to their children with secular education. Similarly will Hindus feel under similar circumstances; but if a Christian Government cannot consistently do all this, then the neutral position is that best calculated to bring about the most complete fulfilment of the philanthrophilosophical standard—"the greatest good of the greatest number."

Ques. 65.—How far do you consider it necessary for European professors to be employed in colleges educating up to the B.A. standard?

Ans. 65.—I consider that every such institution should have a European professor as its principal. I would not advocate European agency further than this.

Ques. 66.—Are European professors employed or likely to be employed in colleges under Native management?

Ans. 66.—Scarcely!—such colleges would ordinarily owe their existence to combinations of highly educated and aspiring Natives, and they would most probably themselves appropriate or confer on highly educated friends or relatives all places connected with stipendiary teaching in their gift or at their disposal.

Ques. 67.—Are the circumstances of any class of the population in your province (*e.g.*, the Muhammadans) such as to require exceptional treatment in the matter of English education? To what are these circumstances due, and how far have they been provided for?

Ans. 67.—There was a time not long past when the latter part of this question as to how far the exceptional needs of Muhammadan education had been provided for in Madras, might have been precisely and briefly answered by a simple negative. The late Lord Hobart, however, brought about that change that enables me now to answer to the effect that the Moslem population of Madras are in a measure afforded the means and offered inducements to avail themselves of education. I have, in answer to a preceding question (No. 25), stated the difficulties that educated Moslem gentlemen experience in obtaining an appreciation of their educational attainments. Here I mean appreciation as would be indicated by their receiving a share in Government situations fairly proportioned to their own numbers and the claims of their Indian brethren of other religions. At present I regret to state this indication is altogether wanting. Now, I would respectfully observe it is not enough to provide schools for Musalmans and to stop there. Some effort must be made to show that the State at least will not discard and reject Muhammadan merit after it has been proven and found. Effect so much, and there will be no ground for the complaint that the Musalmans of India are by nature opposed to education.

Cross-examination of Mr. Mahomed Razza Khan, *of the Berar Commission. (Taken at Jubbulpore.)*

By the Rev. G. R. Blackett.

[Mr. Blackett not having had the evidence before him in print, and having had no opportunity of seeing it in MS., found himself unable to cross-examine upon it.]

By Mr. Browning.

Q. 1.—You propose to open pardah nishin schools in the houses of respectable Native gentlemen. Who would pay for the conveyance of the girls to school, the Government or the parents of the school-girls?

A. 1.—The parents.

Q. 2.—Do you think the parents would willingly pay for the conveyance of their girls to school?

A. 2.—Yes.

From the President, Trustees' Board, Pacheappa's Charities, to the President of the Education Commission—dated Madras, 6th October 1882.

The trustees of these Hindu institutions desire to express the gratification with which they hail the presence of the Education Commission here today. A very brief sketch of the origin of these institutions upon which so much honour has been conferred by your visit, will probably be not altogether uninteresting to the Commission.

More than a century ago, a benevolent Hindu gentleman, named Pacheappa Mudaliar, died, leaving a lakh of pagodas for the establishment of charities, chiefly of a religious kind, but partly also dedicated to objects of general benevolence. Sir Herbert Compton, the Advocate-General of Madras, having discovered that the provisions of the testator's will had not been carried out by successive executors, brought the matter to the notice of the Supreme Court. This action was more effectually prosecuted by Mr. George Norton, also Advocate-General, who is known in Madras, to the Native community, as the second founder of

Pacheappa's Charities, who succeeded in placing them practically on their present footing.

What is now the high school was, in this way, opened as a free school for the poorer classes of Hindus in January 1842. In 1849 the number of applications for admission had become so great, that a small fee had to be imposed on those who desired to avail themselves of the educational advantages of the institution. The amount of this fee has been increased from time to time until it has become the same as the fees levied in the aided schools throughout the Presidency. In 1850 the hall in which we are now assembled was opened by the Governor of Madras, Sir Henry Pottinger, with all the pomp and circumstance which the occasion demanded, and the high school was at the same time located in the building which it at present occupies. Students were first sent up from the school for the matriculation examination of the University in 1858, and in 1880 the school became a second grade college, when its junior classes were withdrawn to form the middle school founded in the name of P. J. Lee Chengulroya Naicker, and solely supported from the proceeds of his bequest for educational purposes. This is certainly the largest middle school in Madras, if not in the whole Presidency, and though it still perhaps has to contend with some of the difficulties inseparable from a new foundation, it has already given incontestible proofs that it will, before long, be a worthy offshoot of the parent school, notwithstanding that it is not aided by Government.

The primary school of Govindu Naidu is an earlier creation. It was opened in 1865, and is maintained principally by the rents derived from property bequeathed by the founder in 1847 for the support of religious and educational charities.

That you may have some definite idea of the work done in these schools, we may state that in 1881 from Pacheappa's College 14 pupils, or 70 per cent., passed the First Examination in Arts, 41 boys passed the matriculation examination, and 49 the Government Fifth Class Comparative Examination. From Chengulroya Naicker's school 88 boys passed the middle school examination, and from Govindu Naidu's school 47 and 67 pupils passed the upper and lower primary examinations respectively. There are at present in daily attendance at these schools 1,092 pupils, of whom 319 attend Pacheappa's, 388 Chengulroya Naicker's, and 385 Govindu Naicker's primary school.

In addition to these three large schools for boys, we have in Madras a Hindu girls' school supported by an endowment derived from land bequeathed for the purpose of encouraging Hindu female education, by Mr. Sreenivasa Pillai, one of the earliest presidents of the trustees board. Two other boys' schools of the high school grade have been maintained from the outset in Pacheappa's name out of his estate, one at Conjeveram, the birth-place of the founder, and the other at Chedumbarum in the South Arcot District, a celebrated place of pilgrimage in South India, where Pacheappa's principal religious charities were performed in his life time and are still performed in accordance with his will. There is also an elementary Sanskrit school maintained at Chedumbarum from the charity funds left under our management by Mr. Ponnambala Pillai.

Arrangements for shortly establishing an orphanage and industrial school for Hindu orphan boys in Madras in the name of P. J. Lee Chenpulroya Naicker already referred to, in accordance with one of the provisions of his will, are now engaging our attention. In this new institution we contemplate being able to feed and clothe such destitute boys, and give them besides some elementary instruction from books, such practical training in certain useful trades as may stand them in good stead when they go out into life, and make them good and useful men instead of being idle beggars and a prey upon Native society.

We hope that we are not exceeding the truth in saying that these facts are a practical proof of what Hindu benevolence and Hindu management have endeavoured to do in the interests of education in this part of India.

The large number of young faces that you see here to-day is, no doubt, partly the result of the educational advantages enjoyed in these schools; but in these days of intense competition, when a school door is open at almost every corner of Madras, this will only afford a very partial explanation of the fact. We believe that the excellent tone and the principles of natural religion and morality inculcated in connection with the study of English and Indian literature—the healthy moral atmosphere that has from the beginning pervaded all departments of these institutions—is more than anything else that to which they have owed so great and lasting a success. There is in the success of the past 40 years great encouragement for the future, and we shall persevere in our work.

Thankful as we are to Government for their money grants in aid of some of our institutions, we are constrained to say that the amounts have been of late years unduly reduced, being much less than what is given to schools of the same or a lower grade established by foreign missions for the purpose of proselytizing Native youths. As institutions of Native growth, we submit that the schools under our management are entitled to a much larger share than they receive or have ever received from the grant-in-aid funds, which come from the pockets of the Native population and from the surplus funds of our old Hindu temples. We last year applied for an increased grant in strict uniformity with the rules now in force, and while our application has met with no consideration, an additional grant of more than double the amount of the whole grant received for Pacheappa's high school has been recently given to a neighbouring institution conducted by foreign Missionaries. Whatever may be the justification for such treatment, we venture to urge that a system of national education, high or low, cannot be, and ought not to be, made dependent on foreign Missionary effort, supported by the chance liberality of foreigners, and much less ought it to be dependent on, or connected with, the propagation of a foreign religion.

If a larger measure of State support is needed for higher education of any particular kind, it is certainly needed for the spread of scientific education; first, because for many many years to come science culture cannot become indigenous in this country in the absence of a Native agency to teach modern science; socondly, because science teaching requires apparatus and appliances vastly beyond private means; and thirdly, because science culture is now found indispensable for developing the resources of this vast but poor country. None but European agency and public funds can provide efficiently for such teaching, not only in Native institutions like ours, but also in that revered institution, the Presidency College, with which Pache-

appa's institution cannot possibly compete, and must disclaim even the appearance of entering into competition, and which in short no aided college whatever can effectually replace in the matter of a *complete* course of instruction in the science and other learning of the West. The State college in Madras has been for the past 40 years a model and a guide to our schools in common with all other aided institutions in this Presidency; and it is the conviction, not only of our Board, but of the Native public at large, that the destruction, or even the mutilation, of this great *model* college, supported out of the resources of the people, and in behalf of the people, would result in the ruin of all education, higher or lower, throughout the country.

I do not wish, Sir, to detain the Commission further, and have only to thank you and the other members of the Commission, in the name of the trustees, and masters, and all connected with Pacheappa's charities, for the honour done to us in visiting our schools to-day, and we earnestly hope that the labours of the Education Commission will result in strengthening all State and Native institutions conducted, like ours, on the principle of abstinence from any religious interference, and in permanent benefit to the interests of national education in India.

Observations of P. STREENEVAS ROW, *of Madras, on the existing system of Education in the Government Schools,—Madras, 16th October 1882.*

The course of instruction adopted in the Government schools has reference principally to the intellectual branch, and leaves little or no scope for the remaining three branches of education, namely, physical, moral, and religious. I beg to notice some of the evil tendencies of this system, and to submit proposals which in my humble opinion are calculated to remove them to a great extent.

As to Physical Education.

No limit being assigned to the age of the candidates appearing for the several examinations, every little boy aspires, naturally enough, to passing them, at the first available opportunity, with the view of reaching the final goal, the B.A. examination, as rapidly as the Rules will admit. This desire of going through various examinations in rapid succession is enhanced by the restriction imposed by the Government against the admission of persons of more than twenty-five years of age into the public service, covenanted or uncovenanted. Hence all physical comforts are disregarded to an undue extent; a gymnasium (if there be one available) is never thought of; and the whole time and energy of the student are devoted to the study of the books prescribed for the examination. The result is that when a boy arrives at the end of his school-studies, he discovers himself in a weak and emaciated condition, incapable of either bodily or mental exertion. It would be a great boon if a gymnasium could be attached to each school; but this is impossible on various grounds. The abolition of the order of Government aforesaid, and the imposition of a condition that no boy shall appear for any examination until after he is 16 years of age, and for the B.A. examination until after he is 21, will, I think, tend to remove this evil. It is a matter for consideration whether such restrictions as to age would not affect prejudicially those poor classes of students who may be naturally anxious to pass an examination as early as possible, in order to secure some employment for their livelihood. But I submit the preservation of health is necessary not only for the rich but for the poor also. Indeed, I am inclined to think that it is the poor, rather than the rich, who suffer by such a hurried course of study, for this simple reason that the former cannot command the nourishment which is within the reach of the latter.

As to Intellectual Education.

The intellectual education imparted in the Government school is about all that can be desired. It is this which absorbs the whole time and attention of the master and the pupils; and if in any respect it needs improvement, it will no doubt be effected by the Commission. But I may add that the limitations of the age of the candidates appearing for examinations as above suggested will have the additional advantage of giving them more time and energy for the development of their intellectual powers and capacities. The great influence which physical health is capable of exercising over men's minds can hardly be exaggerated.

As to Moral and Religious Education.

The Government having, in the Legislative and Executive Departments, declared their right to direct and control public instruction, and accepted the obligation of imparting education to their subjects, one great problem is solved, and the only question is how best this recognised duty is to be performed. It is, in my humble opinion, a great mistake to suppose that this most important obligation is completely discharged by the State providing an agency, however perfect and strong, for the enlightenment and instruction of the intellect *alone*. Mankind has of late been bowing the knee a little too much before intellect, more especially successful intellect. But we should not lose sight of the fact that "intellect is not a power, but an instrument," as Mr. Herbert Spencer says,—intellect, I would add, is the handmaid of morality; by itself it serves no appreciable purpose and no desirable end; but is capable of producing immense good when allied to and controlled by moral faculties. For morality concerns mankind in all their relations with each other, and it is a link which connects the ruler with the ruled. Indeed, I hold that the State is a necessary condition of man's moral nature; for rights are requisite to the existence of men's duties and virtues, and Government is necessary for the existence of those rights. So that the State can hardly be deemed to have done its duty completely, unless it includes a systematic teaching of morality in the educational studies. But morality alone does not suffice for life. Disunited with religion, morality may for a time subsist, as flowers retain their scent and colour even after they have been plucked; but a time will sooner or later come when this will fail. The most complete moral culture of individuals is that which is connected with their religious culture. Religion has in all ages and nations been an important element in the formation of men's moral character; and religion ought to be the basis

upon which all national institutions rest. The State recognises this great fact; and the sacred title borne by Her Majesty the Queen-Empress is "Defender of the Faith."

And yet we see that morality and religion are excluded from the curriculum of the studies observed in the Government schools; and this we are led to believe is the result of the religious neutrality of Government. Owing to this policy, it is said, the Government is put to the necessity of separating the intellectual elements of education from its moral and religious portions; and to promote the former under their direct management, leaving the latter utterly uncared for.

But I beg leave to state that such separation is impossible; and that it has never been successfully effected. Even matters which may be regarded as having an interest for intellect only, inevitably lead us to higher education, which has a religious interest. The study of the material world leads to questions respecting the way in which it was created and governed; and the study of human history leads to questions respecting the providential history of the world. The great writers on history and philosophy have been obliged to touch upon matters which vitally affect religion. Professor Bain, while professing to give to the world a moral science founded on principles irrespective of religion, feels the necessity of giving a long summary of the theories of the material world, held by Berkeley, Hume, Reid, Stuart, Hamilton, J. S. Mill and others, and an equally long resumé of the views of Plato, Aristotle, Descartes, Arnauld, Kant, and a host of others, as to the origin of knowledge, experience, and intuition;—subjects which affect the Deity, matter, and spirit, and which the learned author exhorts us to lay aside in discussing matters connected with mental and moral science! It is thus clear that it is not possible to separate education into two parts, religious and secular, as they are popularly understood; and to teach the latter portion independent of the former. The religious portion must of necessity be referred to, even if it be for no other purpose than that of refuting religion. This is exactly what has been done by the numerous writers on philosophy and other subjects. Many of the books used in the schools are pervaded by a tone which to say the least is not favourable to the cause of religion; and the inevitable result is that the boys who are made to study such works, have learnt to disregard religion, break up the traditional beliefs, and declare that religion has been exploded by science, and that morality should be founded on atheistic principles! The ultimate consequences of such godless education cannot but be mischievous to the country and to the State. I am not one of those who condemn freedom of thought even in religious matters; but what I deprecate is the system by which the Indian youth grows sceptical over religious subjects, not after a due and impartial investigation, but simply by his coming into contact incidentally with passages which are irreligious in their tendency. The result could not have been otherwise, seeing that the student is denied the advantage of religious instruction on the one hand, and is compelled to read and digest works which have an atheistic ring about them on the other.

Surely, a system which encourages such a state of things must needs be rectified. It may be said that the remedy is in the hands of the people themselves, who may impart to their youth such religious instruction as they may consider to be essential. But this is not quite possible.

In these days, the children are sent to school as soon as they are able to talk and move about freely; and they spend a number of years in school, until in fact they are passed out as full blown B.A.'s or some such thing. Whatever items of knowledge they pick up, whatever ideas they form, and whatever associations they contract, are all done in the school, and nothing outside. Their whole time and attention being devoted to school books, they fall very little under what is called the home influence; and their parents and guardians feel naturally disinclined to disturb the progress of a state of things which they themselves have brought about. The unfavourable impressions which the children receive in the school for a series of years at the early part of their age, sit deep in their hearts, and exert a very demoralizing influence upon them in after-life, to the prejudice of themselves, and of those who come in their way.

Will Government tolerate such a state of things? Will it still persist in a policy which excludes religion from the State education, but encourages something which is anti-religious, though in the most indirect manner? Can all this be the result of the policy of religious neutrality?

Impossible! The policy of the State in the matter of religion in India is most beautifully enunciated in the proclamation issued to the people when the Queen assumed the direct government of this country. Her Majesty was graciously pleased to declare—

"Firmly relying Ourselves on the truth of Christianity, and acknowledging with gratitude the solace of religion, we disclaim alike the right and desire to impose our convictions on any of our subjects. We declare it to be our royal will and pleasure that none be in anywise favoured, none molested or disquieted, by reason of their religious faith or observances; but all shall alike enjoy the equal and impartial protection of the law; and we distinctly charge and enjoin upon all those who may be in authority under us that they abstain from all interference with the religious belief or worship of any our subjects on pain of our highest displeasure."

This is the true interpretation of the neutral religious policy of Government. As religious culture consists in what passes in men's own souls, this policy means and directs that the State shall not assume an empire over men's consciences, and that men should be left free from constraint on the part of the State as to the prosecution of their religious culture. But when we see that both the Sovereign and the subjects (or to speak more strictly an overwhelming majority of the subjects) are those who recognise the solace of religion, there seems to be nothing in the policy of religious neutrality which would prevent Government from providing a competent machinery for imparting religious instruction, and leave it open to the people to avail themselves of the same as best they choose. Indeed, it seems to me that it is the duty of Government to make such provision for the benefit of its subjects.

Here the question arises as to the particular religion for the teaching of which the Government should provide an agency, considering that there are so many different forms in which religion is practised by mankind.

I propose to solve this question in the same way in which the question of teaching numerous other

branches of knowledge is solved. As there are variations in the several prevailing doctrines of religion, so there are differences in the theories of sciences also. As for instance in psychology there is a great diversity of opinion among the philosophers as to the very standard of morality. The sentimental theory, the intellectual theory, the sovereign authority, the self-interest, utility, and several other systems are deliberately put forward by their respective adherents. In physical science there are similar variations of views on the most important subjects. As to light, we have the emanation theory, the undulatory theory, and the diffusion theory, all differing from one another. The germ theory, including protoplasm radiant matter, and spontaneous generation, is still unsettled. The forms in which the evolution theory is presented to the world are too numerous to be counted on our fingers. A German philosopher is said to be busy in trying to upset the views of a host of other scientists by showing that the earth is stationary; while a philosopher in England is preparing a denial of the laws of gravitation, attributing motion to a species of magnetism. Mr. Crookes, the eminent English physicist, having, in the course of his study of the phenomena of spiritualism, been led to make numerous important discoveries in the arena of nature, is now engaged in exhibiting experiments upon a peculiar state of matter, which he calls radient matter, alias the fourth condition of matter; the theory of which Professor Züllner propounds very fully in his work on *Transcendental Physics*, and proves that *matter can pass through* matter; thus affecting the corner stone of the hitherto prevailing system of cosmic philosophy.

If the existence of so many and so varied theories in almost all important subjects connected with the physical science, is not considered to be a sufficient ground for the exclusion of science from the course of public instruction; and if the Government found it convenient to establish chairs of professorships for teaching the same,—why, I beg leave to ask, should morality and religion be excluded from the educational studies, and why should any difficulty be anticipated in the appointment of professors of religion on the score of its presenting different doctrines and sects in a similar way? The professors of religion can well afford to do what the professor of physical science is now doing; namely,—he takes up some text-book on any given subject; and instructs his pupils therein, explaining the different theories and views at proper places. What is there to prevent a professor of religion from adopting such course? It is not required that matters of rituals and ceremonials, or other minor details, should be taught in the school; and if these are excluded, as of necessity they must be, the course of public instruction on the subject of religion would be confined to those broad principles which are common to all religionists, except as to doctrinal or sectarian questions, which may be conveniently dealt with gradually according as the student shows progress in his studies.

But as it is not always possible to secure the services of one professor who is well versed in the systems and intricacies of all the prevailing forms of religion; as it is furthermore necessary that there should be a division of labour; and as, more especially, it is highly necessary that Government should be kept free from being suspected of favouring a person of one religion in preference to another, it is advisable that Government should establish chairs of professorship for each one of the principal prevailing religions in their colleges, such as Christianity, Muhammadanism, and Hinduism in Madras; the Buddhism and Zoharastrism being added in the other Presidencies. Whatever may be the sub-divisions of each of these several religions, they are all built on one and the same foundation; as, for instance, speaking of Hinduism I beg to state that the Vedas, Smritis, and Puramas, are all the same for all the numerous subdivisions of Hinduism; even the commentaries are the same for all, except in certain parts where doctrinal and sectarian differences arise. It is therefore quite possible for the Hindu Professor to take up for his text one book which is common to all, such as Bhagavat-Gita, or Vishnu Purana; and teach his class, explaining away the doctrinal differences as they arise. I am sure that the same course may most conveniently be adopted by the Professors of Christianity, Muhammadanism, and so forth.

Under these circumstances, I beg to propose that Government should recognise the duty of teaching religion and morality founded on religion, in their schools, and appoint Professors of several denominations in each college.

I submit that the appointment of such professors need not add much to the financial allotments annually made to the Department of Education. There is hardly any justification for the Government to indent upon England or Germany for Sanscrit Professors to be employed in the Indian colleges on a salary ranging from Rs. 500 to Rs. 750 per mensem. Happily, India can boast of Sanscrit Pundits, whose services as Professors of literature and religion may be easily secured at a small decent monthly or yearly honorarium. And I may venture to add that Muhammadan Maulavis and Christian Priests may with equal facility be engaged to serve the public in this good cause of religious instruction. The cost of the whole staff of Professors of Religion being thus minimised, may be slightly more than the saving which may be effected by the discontinuance of expensive Professors of Sanscrit from other countries. The services of the Vernacular Professors and masters, already employed in our colleges, may be utilised in teaching religion wherever such course would be possible.

When all this is done, I humbly recommend, as an additional encouragement to the study of religion, that Government should establish degrees of honour in theology, and confer them on persons producing certificates of proficiency in morality and religion from any one of the recognised churches. There will be little or no difficulty in ascertaining the existence of several Christian Churches capable of granting such certificates, nor of the Hindu *Mattams*, who are supported largely by the State, and who would only be too glad to receive a mark of recognition at the hands of Government by serving them in this respect. And I believe there may be some such institutions among the Muhammadans also, who may be willing to assist the Government in conferring the proposed degrees.

So that, on the whole, I expect that the cause of morality and religion will be based on a firmer footing, and be the source of blessing to all, if the proposals I have ventured to submit should meet with the approval of the authorities. Should those proposals not commend themselves to the

approval of the Government, then the only other alternative which they might adopt would be to withdraw from the position of being a director educator, and leave the field to independent bodies, who would be free to teach religion and morality founded on religion; but this course would throw the whole responsibility of imparting education upon the people, who are not yet prepared to undertake it. It is therefore earnestly hoped that the Government will themselves take some active measures on the subject proposed, as it is clear that the present system of ignoring those most important branches of education is fraught with danger to the social fabric; and no well wisher of his country, who sees the increasing growth of scepticism and atheism, and the consequent loosening of the sacred bonds of morality, can fail to wish that some remedy may be speedily provided.

From THE REV. E. NOEL HODGES, M.A., *to the Secretary, Education Commission, Madras.*

The following Minute was passed at the last Conference of the Missionaries of the Telugu Church Mission, which I, as Secretary, was requested to forward to you to be put before the Commission:—

"This Conference desires to express in the strongest terms the great difficulty which has hitherto existed in the way of procuring sites for schools in rural districts. This difficulty is at times—even when the influence of the Collector is favourably exercised, insurmountable in zemindary estates. In Government villages also, it is often very difficult to procure a site; and when the European Magistrate is indifferent or opposed, it is quite impossible to obtain it.

"This Conference therefore earnestly begs the Education Commission to recommend that facilities for this purpose be granted by the Government of India"

Requesting the favour of your presenting this Minute to the Chairman of the Commission.

From A. SANKARIAH, B.A., F.M.U., *President-Founder, Hindu Sabha, to* THE HON. W. W. HUNTER, C.I.E., L.L.D., *President of the Education Commission,—dated Trichoor, 20th September 1882.*

I beg to forward a printed copy of my letter to you of the 1st September with some additions and explanations in the form of a letter to the Private Secretary to the Viceroy, and of a memorandum on higher education. This has appeared in the *Athenæum and Daily News* of 11th September, and in the *Argus* of the 16th, so that all English educated Natives may understand the spirit of loyalty and self-reliance characteristic of re-awakened India. The whole nation of Sanskritists and Vernacularists, rich and poor, Hindu, Christian, and Muhammadan, is at my back. There have been hitherto only very doubtful endeavours to promote cordial relations between the Princes and English-educated Natives on the one hand and the European officials on the other. Under the suggestions I have made there would be, even before His Excellency the Viceroy leaves the shores of India, great sympathy between *the people* of India and *the people* of England. The Local self-government Committees will also be composed of passed men who know the institutions and wishes of the ruling race through the vernaculars.

The Anglicising and secularising educational epoch, which commenced with Lord Macaulay's Minute and Lord Bentinck's Resolution of 1835, has borne much good certainly, but as certainly mixed with greater evil. The Committee of which you are the honoured President, and the Government of which the great Lord Ripon is the chief, have to provide for a graceful and cautious transition into the orientalising and spiritualising epoch. The members of the Theosophical Society, who are very worthy officers of Government and graduates of Universities, have in their private way already inaugurated the new epoch, and the aims of the Hindu Sabha and its branches will be submitted to you by a deputation I shall early constitute.

I do not give Professor Monier Williams credit for a deep insight into Native genius and Sanskrit literature—it would be deeper and truer if he had less of dogmatic Christianity—but I approve of the annexed extracts from his "Facts of Indian Progress."

The Despatch of 1854 is also defective as antecedent to the Magna Charta of 1857 and the Proclamation of the Empire. Before these honest declarations the natives were treated as minors, if not incorrigible fools, under the paternal care of the ruling nation. The new political epoch recognised their majority in theory, and recently some practical effect has been given in the form of nominations of Natives into the covenanted service. I shall only observe here that *nomination* is only another form of *favouritism*, and that in order to bridge the gulf between Natives and Europeans the Natives have been divided against Natives as covenanted and as uncovenanted! Equality of race and creed cannot permanently subsist unless the equality of language and literature is brought about, and this gives *the key* to the position taken up by me on behalf of re-awakened India.

I shall say a word more about the secret spring of the unmeaning opposition to the Education Commission only, while Lord Ripon is praised for everything else. The opposition is *nominally* based on the ground that Native gentlemen are not *now* able to subscribe to the salary of the schoolmasters and the Managers. The ground is cut off when I stipulate in my proposals to you of 1st September that the present Government expenditure shall be made over to the Managers for a term of years, and always held as a trust for higher education in the vernaculars.

But the truth is: Directors, Inspectors, and teachers want to be *Government* servants, to exercise patronage, to rise by favouritism, to draw large salaries, to be irresponsible for atheistic views and private life, &c. Private boards will look on the other hand to economy, to character, to religious training, &c. I am sorry that Travancore did not see through the whole agitation, and stated unguardedly that *Religious instruction is had for the asking, and often without the asking.* Why should not secular education be so? But God save India from that spurious religion which is not based upon, and is not higher and more difficult than, the highest secular and scientific education of colleges.

I beg to be excused for the length and freedom of this communication.

Monier William on Indian Progress.

"What strikes one as extraordinary is, that such a man as Macaulay should have set himself against

vernacular education. To force English on the unlettered (?) millions of India was of course impossible. Though we English speakers in Great Britain are by far the majority, we have not yet succeeded, after more than a thousand years of close contact with the Welsh people, in inducing them to adopt our own language.....

"In Henry VIII's time there was scarcely anything to read for an Englishman who could not read Latin.....And what happened in England? the vernacular of the people, instead of decaying, drew vitality and vigour from the very language whose influence for a long time kept it in abasement. Strengthened and enriched by Latin, and recruited from other sources, English has grown into the most sturdy, copious, and effective of all languages.

"Lord Macaulay did not seem to see that the same process had been going on in India. The vernaculars of India were quite as capable of being invigorated by Sanskrit and Arabic as European vernaculars were by Latin and Greek.

"A majority of the Education Committee seem in the end to have come to the conclusion that the exclusive encouragement of English could only be a temporary expedient, and that the formation of a vernacular literature was the ultimate object to which all their objects ought to be directed. Even Mr. (now Sir Charles) Tevelyan looked through a vista of English to a time when the vernaculars would become well fitted *for every purpose of literature and science.*

"The Hindus.....were the first cultivators of the science of language. They were the original inventors of the ten arithmetical figures and invaluable decimal notation. They calculated eclipses centuries before the existence of Copernicus and Kepler. They investigated for themselves the laws of thought. They excogitated for themselves six most subtle systems of philosophy of which all European systems are mere repetitions and reproductions. They wrote learned treaties on theology, long before any European thinker had bestowed a thought on the nature of God or the relationship of spirit to matter....."

From A. SANKARIAH, B.A., F.M.U., *President-Founder, Hindu Sobha, to* THE HON. W. W. HUNTER, C.I.E., L.LD., *President of the Education Commission,—dated Trichoor, 12th October 1882.*

Assuming that the four propositions submitted in my letter to you of 1st September, as sufficient to provide for the successful and popular management by private boards of high schools and colleges, have been approved as reasonable and within the scope of the Educational Despatch of 1854, I have the honour to inform you that I shall associate with myself two mirasdars, two graduates, and two under-graduates of this coast to form a board to take over charge of the funds and management of the Government F. A. College at Calicut and the Government Matriculation High School at Palghaut under the following conditions :—

(*a*) That the High School at Palghaut be raised into an F.A. College, and that the Calicut College be abolished as unnecessarily competing with the Kerala Vidyasala, the Cochin Government College at Ernakulam, and the Church Mission College at Cottayam.

(*b*) That the funds saved by the abolition of the High School be applied by the Board to establish Vernacular (Sanskrit included) High School at Calicut to translate, publish, and teach all the learning prescribed by the University for the matriculation examination with weekly lectures of a religious and moral character by Hindu, Muhammadan, and Christian Native Priests.

(*c*) That the passed students of the Vernacular College be *all the village officials* and at least fifty per cent. of the Vernacular clerks, Police Inspectors, and Municipal and Local Schoolmasters.

(*d*) That the united funds of the new Palghaut F.A. College and the Calicut Vernacular High School be reduced by one-fourth after the experiment is tried and found successful for five years, this one-fourth being available to raise the Vernacular High School into an F.A. College.

2. It will be observed that no part of the present Government expenditure need go back into the treasury, because the diversion of expenditure that I propose is itself the best way of spreading vernacular mass education. I do not expect any good from the Departmental hobbies of fees and examinations, and of missions and zenanas. The local and municipal boards should simply have made over to them the present Government expenditure under the head of primary, secondary, and female education. The vernacular matriculates and F.A.s referred to in the C. and D. provisoes will best advance it by rapid strides. The Director of Public Instruction and a few Normal Schools being all that the State should directly maintain under my scheme.

3. I beg that the Education Commission will be pleased to recommend to the Government of Madras that my offer be accepted *at once as a first experiment* in the direction of Government relieving itself of the management of higher English education and giving an impetus to the expansion of vernacular literature. The Government in accepting the offer may require the board to obtain their sanction for the appointment and dismissal of masters and contingent expenses.

4. I expect others to similarly form boards for other high schools and colleges, or shall form them myself. But as there is so much of misgiving on the subject on the part of local Governments and of some eminent Natives (identifying higher education with *only English* education, supposing that the highly educated are not the agency for mass education, &c.).

I should advise Government *to hasten slowly,* and see that my policy and scheme bear fruits immediately in the district of Malabar.

From A. SANKARIAH, B.A., F.M.U., *to* THE HON. W. W. HUNTER, LL.D., C.I.E., *President of the Education Commission,—dated Trichoor, 15th October 1882.*

I beg to forward herewith, for the information of the Education Commission, a copy of the proceedings of the Tinnevelly Theosophical Society. The theosophical society is open to all classes and creeds, and is a staunch ally of the Hindu Shabha. So I shall have no difficulty at any time to constitute a competent board of the Hindu creed or of mixed creeds to take over charge of any college in the Madras Presidency.

Proceedings of a Meeting of the Tinnevelly Theosophical Society, held on Sunday the 1st October 1882.

Read papers by M.R.Ry. A Sankara Iyer Avergal, President-Founder of the Hindu Sabha, on "higher education."

RESOLVED—

I. That instruction in national religion and civilization should be given to Native youths in schools and colleges through Pundits approved of associations like ours.

II. That vernacular literature should be expanded and enriched with the aid of Sanskrit.

III. That the stipulations of the President-Founder in his letter to the Honourable W. W. Hunter, C.I.E., LL.D., President of the Education Commission, that Government should hand over funds and regard savings as trusts, are essential to the success of our patriotic efforts.

IV. And that a copy of these resolutions be sent to M.R.Ry. Sankara Iyer Avergal, with the request to kindly forward it to the President of the Education Commission for his liberal and kind consideration.

Proposed by M.R.Ry. G. V. Chinnathambi Pillay Avergal, and seconded by S. Sundram Iyer Avergal, and carried unanimously.

That a vote of many hearts' thanks be passed and conveyed by this Society to M.R.Ry. Sankara Iyer Avergal as a token of recognition and approbation by us of his patriotic, disinterested, and indefatigable efforts in the matter of the revival and propagation of the theology, ethics, philosophies, &c., of our most beloved and venerated Ancient Aryavartta.

The Address of the "Triplicane Literary Society,"—dated Madras, 18th October 1882.

THE HONOURABLE MR. PRESIDENT AND MEMBERS OF THE EDUCATION COMMISSION:—

On behalf of the Members of the Triplicane Literary Society, we beg to submit a few remarks on the question of education; and, in doing so, we cannot better begin than by expressing our confidence that, under the presidentship of one so well versed in the statistics of the Indian Administration and of the material and moral condition of this country, with the co-operation of well-tried and successful Native and European educationists, the labours of the Commission will not fail to result in measures calculated to place the educational system on a sound and progressive basis.

2. We are glad that your public utterances since the institution of this Commission, especially the one at Poona, where you are reported to have said that "we cannot encroach upon higher education or plunder the funds devoted to it," have greatly tended to remove the widespread fear that the object of the Government of India in appointing this Commission is to transfer the *moderate* funds now devoted to higher education to the support of primary education and leave the former to support itself; we are of humble opinion that in a complete scheme of education for India, whether high or elementary, the State must, for the present, not only aid and regulate all agencies, but also should conduct educational operations directly to some extent.

3. The question is not whether elementary or higher education should receive encouragement, one at the sacrifice of the other, but by what means both can be encouraged to the extent that the resources of the State allow, and the exigencies of the people require. In this Presidency, in the matter of elementary education, much is no doubt being done by Municipalities, Local Fund Boards, and private agencies, though more has yet to be done by the State directly, and indirectly by helping private efforts. The education given in the primary schools now in existence is defective in certain essential respects. The plan upon which they are worked, the text-books adopted, the method and course of instruction pursued, are more or less unsuited to the class of people likely to avail themselves of these institutions. A higher standard of vernacular studies should be insisted on in these schools by directing less attention to be paid to other subjects than the three R's. In middle class schools, along with a sound knowledge of vernaculars, some elementary principles of agriculture, hygiene, &c., should be empirically taught. We may here state that we do not see any use in teaching history, geography, and the like, through the medium of English.

4. The classes most backward in education, such as the artisans, toddy-drawers, washermen, barbers, and pariahs, should also receive primary education under special arrangements. Caste-schools for the various classes may be founded with special prizes, fees, curriculum, and hours of attendance suited to their means and pursuits of life. In such schools working hours should be changed and reduced so as to allow boys to follow their parents to their work at noon, or to earn their wages. In connection with this point, we may observe that literary education, when imparted alone, prejudices the minds of the boys against their ancestral profession. To avert this evil, we are of opinion that in large centres, youths of the working classes should be taught some knowledge of their calling, in addition to general education. For the extension and improvement of primary education in large zemindary tracts, we are of opinion that zemindars should be persuaded to provide for the educational wants of the tenants attached to their estates. Government should not grudge any additional outlay of funds that may be necessary for the advancement of primary education, the funds now allotted being inadequate for the purpose. But in its zeal for the spread of elementary education, if Government proceeds to make higher education more costly than now, we confidently assert that such a measure will be a calamity to the moral and intellectual interests of this vast empire.

5. While we fully appreciate the attempts already made by Government and other private agencies for the education of Hindu girls and women, we venture to suggest that much more satisfactory results could be obtained by the employment of

caste-women to teach females in their houses, as the employment of Christian women for the purpose prejudices the minds of the parents and girls. The curriculum for girls should embrace a knowledge of hygiene, cookery, music, and story and song books teaching practical morality.

6. We suggest that every institution, State or aided, should be compelled to have a play-ground attached to it for the improvement of the physique of our youths, which, we are of opinion, is deplorably bad.

Lastly, as regards the religiously neutral character of the present educational policy of Government, it is to be observed that so long as in places where there are no purely secular schools, Government aid and support institutions where religious teaching is cumpulsory, it cannot be called one of strict religious neutrality. It is indirectly compelling the people to receive instruction in a religion for which they have no sympathy by taking advantage of their educational wants. We are of opinion that religious neutrality will be maintained if the Government aid only such schools and colleges where religious instruction is made purely optional. By pursuing such a policy as the one we suggest, the Government will not only place themselves in a better position to help Native gentlemen who establish schools, but also will enable each section of the people to secure to itself that kind of education "most consonant to its feelings and suited to its wants."

Thanking you for the patience with which you have heard us, we take leave of you with a fervent prayer that the labours of the Education Commission will result in measures of permanent benefit to all classes of people by the development of a scheme of education on national basis, which in the course of years may bring into existence bodies of Native gentlemen able and willing to relieve Government from its direct control over higher education.

From the President, Madras Native Association, to THE HON. W. W. HUNTER, LL.D., C.I.E., *President of the Education Commission.*

We, the members of the Madras Native Association, crave permission to present to you this address which contains a brief statement of our opinions and wishes, on some of the important questions which have been referred to you for investigation by the Government of India. We are only giving expression to the unanimous feeling of the Native public of this Presidency, when we say that we look upon the formation of the Education Commission with an officer of such varied culture, wide experience, and known sympathy for the people as yourself at its head, as not the least among the many proofs given by His Excellency the Viceroy of the deep and enduring interest felt by him in the welfare of the people of this country, of his statesmanly insight into their wants and aspirations, and of his steadfast determination to promote, by all the means at his command, their material prosperity and political advancement. We feel assured that the counsels of the Commission over which you preside will ever be directed and governed by a desire to promote the true interest of the people of India, and that no re-actionary policy will be adopted with regard to higher education which has produced such signal results, or with regard to the principle of religious neutrality which the Government of India have so long, so wisely, and so successfully maintained. The attitude of a large section of the Anglo-Indian Press, and the agitation persistently carried on for years by influential Missionary bodies both in India and England, had induced a fear among the Native public, that the Government of this country might, under the pressure of a factitious public opinion, be driven into some hasty and ill-judged action with reference to higher education, which their better judgment and greater knowledge of the actual conditions of the case would disapprove. These fears have been dispelled by the wise resolution of the Government of India appointing the present Commission to investigate the true conditions of the question, and to ascertain the feelings and wishes of the Native community; by their public declaration that "it would be altogether contrary to their policy to check or hinder in any degree the *further* progress of high or middle class education," and that it is their intention to withdraw from the direct management of schools and colleges with a view to fostering a spirit of independence and self-help among the people, only in places in which bodies of Native gentlemen can be found who will undertake to manage them satisfactorily as aided institutions and afford sufficient guarantee for their efficient management and extended usefulness; and by the public utterances to the same effect both of yourself and of the statesman who is at the head of the Government of this Presidency. We are quite satisfied that the principle laid down by the Government of India is correct, and that the spirit of fairness in conducting the investigation which has eminently characterised the proceedings of the Commission is a guarantee for its wise application.

2. As we believe that the Educational Department in this Presidency has been unjustly charged by some of the conductors and supporters of mission institutions with having shown undue preference to Government institutions as against aided institutions in violation of the policy laid down in the Despatch of 1854, we desire to bear emphatic testimony to the fact that it has never been the aim of the Department to supersede or suppress private agencies that deserved to be helped and encouraged, and that its action has been mainly on the lines laid down in the Despatch. It seems to us that the assailants of the Educational Department assume that the intention of the Despatch was that a number of Government institutions should once for all be established, and that thenceforward the efforts of the department should be directed towards reduction of State expenditure on them by converting them into aided institutions, and they point to the increase of expenditure on Government institutions as conclusive proof of their position. We consider it, however, abundantly clear (and we are glad to find that our view is borne out by the summary of the objects of the Despatch given in para. 6 of the Resolution of the Government of India appointing your Commission) that not only the maintenance of colleges and schools of a higher order, but also the increase of their number when necessary, was contemplated; and wherever, therefore, the necessity had been felt and local efforts could not be trusted to bring into existence and maintain private institutions, it was clearly the duty of the department to establish and maintain Government institutions. In places also where Gov-

ernment institutions already existed, they could not be, at the outset, of a high order, owing to the paucity of qualified teachers and the absence of a class of pupils sufficiently grounded in the lower branches of knowledge to enable them to take up the higher subjects. In process of time, as these impediments were removed, the institutions which originally were high schools would develope into colleges. With the increase in the demand for education and with the spread of intelligence, it would be possible for people to combine and start schools of their own, but on a small scale at first, and in process of time capable of being converted into high schools. This seems to us to be exactly what has happened in this Presidency. When provincial schools were established in this Presidency, their conversion into colleges was contemplated. It is simply impossible that the colleges could have been maintained by the people themselves, and it would have been a grievous error to have arrested the development of a college like the one at Combaconum, and to have nipped in the bud its potential capacity, to do the splendid work which it has accomplished. The Rajahmundry College was clearly necessitated by the distance and difficulty of communication between the Presidency town and the northern parts of the Presidency, which placed the latter at a great disadvantage in regard to education. We consider also that the existence of second class colleges for imparting the very moderate amount of knowledge comprised within their curriculum is justified by local necessities. We do not say that no miscalculations have been made by the Educational Department, but we have no hesitation in saying that the general policy pursued on the main lines is sound. Wherever it was found that local efforts would be put forth to establish institutions when Government abolish their institutions, the policy has been to abolish the Government institutions in whole or in part. But a step like this needs to be taken with caution. It is often found that some one individual possessed of energy of character is able to organise a school or college and the institution gets on well for a time, but when, owing to a change of circumstances, he is no longer able to conduct the school, it is found that the institution collapses. It is therefore incumbent on Government, before abolishing a school, to satisfy themselves that there is a guarantee in the knowledge, intelligence, and public spirit of the community in the particular locality for due and permanent provision for education.

3. As regards primary education, we are quite in accord with the Government of India in the very great importance they attach to it. It is certainly the duty of Government to pay constant and unremitted attention to the education of the masses and to promote it by every means in its power, but at the same time we see no reason to think that primary education in this Presidency has been particularly neglected, or that disproportionate attention has been bestowed on collegiate and secondary education. That with the limited resources at its command Government should be able to make such arrangements as would bring the light of knowledge within the reach of the millions of people who are now without it, could hardly have been expected. In the words of the Despatch of 1854, "to imbue a vast and ignorant population with a general desire for knowledge, and to take advantage of that desire, when excited, to improve their means for diffusing education amongst them, must be a work of many years." Since local fund boards were established and the management of primary education committed to their care, it can scarcely be denied that a good beginning has been made in this direction. During the last decade there has been a considerable increase in the number of primary schools, and very much greater amount is now spent from provincial and local sources; whereas the increase during the same period on higher education is proportionately small. There is unfortunately in this country a large class of people in a chronic state of poverty whom education cannot at present reach. Any national scheme of education can at present embrace only classes placed above absolute want, though in course of time its benefits may be extended to all classes, and there is no doubt that any increase of taxation for educational purposes would bear hardly on the poorer classes of the community. We consider that the only feasible plan for promoting primary education on a large scale is to make the village schoolmaster part and parcel of the village institution. It might be made obligatory on villages of a certain size and importance to maintain a school to teach the rudiments of knowledge, and if the inhabitants do not do so within a prescribed time, Government might establish one and get the schoolmaster remunerated by grain-fees as other village servants are. The payment of fees in grain is rooted in the habits of the people and will not be felt as a hardship if the fees are fixed on a moderate scale and levied at the time of the harvest. The management of the school should be left entirely in the hands of the villagers. The standard of instruction should be of the humblest possible description, the only things to be insisted on being the three R's, and the temptation to demand a knowledge of history or geography should be resisted. The first efforts must be to teach the ryot, who is now entirely ignorant to read a letter or make a simple calculation. Besides the three R's the village teacher should be at liberty to impart any kind of knowledge that may be in demand among the villagers. The psesent system of primary instruction maintained by the State ignores knowledge of the years of the Hindu cycle, the feasts and fasts of the Hindu calendars, and other matters which are intimately connected with the daily life and customs of the people. The majority of the ryots would rest content with this modicum of knowledge. It may however be expected that here and there, there would be some persons in whom the desire for real knowledge would be awakened and who would advance further, and as this class increased, there would spring up a body of village teachers who would raise the standard of elementary instruction. This is a slow process, but to our mind it seems the only feasible one in the present circumstances of the country. As regards the general diffusion of information of practical value in this country, we do not see that any direct efforts can be made by the State except in the way of establishing industrial and technical schools in the head-quarters of the several districts. A consideration of proposals for the establishment of such schools, however, we understand, does not fall within the scope of your Commission. The extension of higher and middle class education has brought into existence and will bring into existence in still greater numbers, periodical and other publications conveying useful information

to the masses. We consider also that the very important scheme of local self-government which His Excellency the Viceroy has promulgated will, when carried out, give a fresh impetus to education by giving the ryot class something to think about over and above their daily routine of business or household duties.

4. We do not consider, however, that the efforts of the Educational Department towards the improvement of the vernacular languages of India and "the enrichment of their literatures by translations of European books or by the original compositions of men whose minds have been imbued with the spirit of European advancement," has been attended with the same success as their efforts in other directions. This, however, is not due to any shortcomings on the part of the Educational Department. During the Directorate of Mr. (now Sir) Alexander Arbuthnot, an effort was made to have the subjects in taluk schools taught through the medium of the vernacular languages, but the measure was so unpopular that he had to abandon it. So long as the chief motive for education at all was the securing of a clerkship in a Government office, there was a rage for a smattering of English to the neglect of more solid acquirements: but now that the Government offices are being filled by men who have received a University education, it is desirable that middle class education should be placed on a vernacular basis, with only so much of English superadded as is necessary to connect it with higher education. We would recommend that in the taluk schools the teaching should be in the vernacular languages, and the pupils should have practical information imparted to them in those languages. History, geography, and arithmetic should be taught in the vernacular. Euclid and algebra may be dispensed with and mensuration substituted. Elementary treatises on political economy of agriculture might be introduced. The study of English might be made optional and a special fee demanded for it. Great importance should be attached to vernacular composition. There should be an examination of a pretty high standard in these subjects, and the passing in it should be a passport to the inferior clerkships in public offices, and should betoken a sound vernacular education. Boys who have not the means to pursue their studies in English to a higher point would be content with vernacular instruction. Those who meant to push up to the higher standards would go to the zillah schools. It will of course be necessary to arrange the scheme of studies in such a way as to ensure the possession of a sufficient knowledge of English by boys who are drafted from middle class schools into high schools. The quickening of general intelligence caused by a national scheme of study in the vernacular language would enable the pupil to learn the English language with much greater rapidity than would otherwise be the case. In any case we consider it of great importance that vernacular education should be encouraged, and there is no place for it except in middle class education.

5. We have already stated that we accept the general principle enunciated by the Government of India in regard to the policy to be adopted for the encouragement of higher education, and we wish to make a remark as to its application. We believe that the confident expectations of the Court of Directors in the Despatch of 1854, that the encouragement of education is calculated not only to produce a higher degree of intellectual fitness, but to raise the moral character of those who partake of its advantages, and to supply Government with servants to whose probity may be committed offices of trust with increased confidence, has been fulfilled in a very remarkable manner. The tone of the Native public service has vastly improved. There is springing up a class of public spirited men who will exercise, in ever increasing ratio, an important and beneficial influence on the well-being of the country. The reproach that the alumni of our colleges look to Government employment as the end and aim of their existence, is becoming less and less deserved. Education is coming to be felt as a power in itself. It is a significant fact that, finding the more popular professions overcrowded, persons of the highest castes are betaking themselves to the medical profession, so much that the larger proportion of the students of the higher classes of the Medical College are Brahmans. It would be, in our opinion, a grievous error to do anything which will mar all this good work, and we rejoice to think that the Education Commission is at one with us in this respect. We consider that the withdrawal of Government from collegiate instruction in any place in this Presidency will have an injurious effect on higher education. Higher education has had little or no influence on zemindars and other wealthy men of this country, and if these classes have neglected to avail themselves of the advantages offered by Government colleges, it can hardly be expected that they will come forward with liberal donations to found national colleges to take the place of State colleges. The Hindus are famous for their charities, but they have hitherto generally taken a religious form. It seems to us that in education as in every thing else, there are matters which ought to be looked after by the central Government, and matters which might be left to be managed locally as a spirit of self-help developed itself. We consider that secondary schools may be left to private management gradually. The colleges must, at least for a long time to come, be maintained by the State. We are strongly of opinion that it would be bad policy for Government to rely on the efforts of Christian Missionaries solely, for the spread of higher education where indigenous efforts are not put forth to secure it. The primary object of Missionaries is conversion to Christianity, and, whatever may be the feeling and policy of the conductors of Missionary institutions at present, there can be no guarantee that, in the future, when they are left sole masters of the entire field of higher education, their attitude in regard to secular education will not drift towards a state of things more in consonance with their professed object. Much of the success of mission colleges is owing to the fact that a great deal of attention is paid to secular subjects, and instructions in doctrinal points of religion is confined to the narrowest possible limits. If it is seen that more attention is devoted to securing conversions, these institutions may decline and finally collapse; or a new wave of feeling among the supporters of Missionary societies in England, tending towards the belief that higher education is not calculated to promote their object of conversion to Christianity, may sweep away these institutions. It is our earnest conviction that the maintenance of the Government Presidency College will at all times be essential to the standard of liberal culture and education being duly kept up and from time to time raised.

Without a college so fully equipped with the most competent staff of Professors available, as a model, and without the impulse to approach it in excellence, if not surpass it, the standard of instruction in aided colleges will soon deteriorate, and the University will have to perform the unenviable function of setting its stamp on men of inferior attainments and a very limited range of culture.

6. We wish to say a word in regard to schools and college fees. There has, within the last ten years, been a considerable increase in the income from fees, due to repeated enhancement of fee rates and to a more rigid system of enforcing them. Thus, even without taking into account private donations for educational purposes, a very much larger proportion of the aggregate cost of education is now borne by the people than almost at any previous period, and this, notwithstanding that there has been a very great increase in the total expenditure on education. Any step in the direction of still further increasing the fee rates in our colleges and schools must therefore be taken with due caution, lest, in the attempt to make education more self-supporting than now, a scale of fees virtually prohibitive should be adopted. Our impression is that the fees have already reached a level which should not be exceeded for the present.

7. We would draw your attention to the fact that the State expenditure on education in this country bears altogether an insignificant proportion to the total revenues of the country, when the importance of the object or the expenditure on it in European countries is considered, and we confidently hope that you will press on the attention of the Government of India the necessity for making liberal grants for education by effecting economies in other directions.

8. In conclusion we have only to say that we feel assured that the Education Commission will carefully consider and duly appreciate the valuable evidence which has been given by the few Native gentlemen who have appeared as witnesses before the Commission. It is our earnest prayer, as it is our confident expectation, that the labours of the Education Commission will result in encouraging and strengthening Native and State institutions and in promoting the growth of a truly national system of primary education free from all taint on the score of religious interference. Should these objects be achieved, as we sincerely trust they would be, the Education Commission would entitle itself to the lasting gratitude of the people of India; and one of the brightest pages in the annals of India during the administration of the present Viceroy would be that in which the historian records with satisfaction the successful solution of a problem the most complicated and gigantic that any Government has yet been called upon to solve.

From THE REV. M. PHILLIPS, *Missionary, L. M. S., to* THE REV. W. MILLER, M.A., *Secretary, Education Commission, Madras,—dated Salem, 14th October 1882.*

As the Inspector of Schools, 4th Division, was the only one examined who knows anything about 'Elementary Education' in the Salem District, and as I do not agree with the latter half of his answer to the second question, I trust you will place this letter before the Commission. I have been in this district twenty years, and was for a long time a member of the Municipal Commission, and am now a member of the local fund board. I visit all the large towns and villages every year, and so have had ample opportunites of knowing the state of education in the district.

2. Dr. Bradshaw in answer to the question—"Do you think that in your province the system of primary education has been placed on a sound basis, and is capable of development up to the requirements of the community?" &c., says, "The administration should be in the hands of the Educational Officers—the whim of a local fund board member who knows nothing of the subject often carrying an objectionable resolution, or opposing proposals, of the Educational Officers." Now up to the coming of Mr. H. E. Stokes to Salem as Collector about three years ago, the "Educational Officers" had virtually their own way with regard to 'education in the district.' And as the result, a regular 'Education Department' was formed, local fund board schools were opened in villages *irrespective of the existing Pial Schools*. Teachers were appointed by the Educational Officers, and wherever these board schools were established no 'result grants' were given to private schools. And thus private schools were discouraged and the free development of indigenous education hindered. Besides, the sum required to carry on a board school, with a regular staff of teachers, &c., is generally much larger than that necessary to aid existing schools. And sometimes it happens that only 20 or 30 pupils attend the board school in a village, whereas twice or thrice that number attend private schools, but receive no aid. In the official year 1880-81 there were 52 board schools in the 'Salem Circle,' with an average attendance of 1,479; and 78 schools examined on the "result system" containing 745 pupils; *i.e.*, when the 'administration' was virtually in the hands of the 'Educational Officers' only 2,224 children were under instruction in primary schools from a population of about a million.

3. When Mr. H. E. Stokes became president of the local fund board, he threw his influence on the side of those members who desired to promote the education of the masses, and hence, often in opposition to the "Educational Officers," the establishment of board schools, as such, were discouraged, and pial schools were encouraged to apply for 'result grants.' This at once gave a fresh stimulus to 'primary education' as will be seen from the following statistics. In the official year 1881-82 the number of schools examined on the 'result system' was 125 with an average attendance of 1,122, against 78 with an average attendance of 745 in the previous year; and in the year 1882-83 no less than 274 schools are registered for examination with an average attendance of 3,197. It is evident, then, that 'primary education' in this district shows very much better results since the board took it in hand than it did when virtually in the hands of the 'Educational Officers,' and hence that the "administration" should *not* be in the hands of the "Educational Officers" but in the hands of local fund boards.

4. It is possible that some local fund boards may have no members feeling any particular interest in promoting the education of the masses, and it is more than possible that, if there be such members, they will be occasionally overpowered by the influence of the president, and hence that elementary education will suffer. To obviate that

end to place 'primary education' on a firm basis, I think that a local fund board inspector of schools should be appointed in each district, altogether separate from the Government Inspector of the division, holding the same kind of relationship to the board and the Director of Public Instruction as the local fund engineer holds to the board and the Chief Engineer of Government. Under such an inspector, primary education could be developed to an extent equal to the need of the masses.

5. The same policy of discouraging private efforts, and of keeping all education in the hands of a "department," has been pursued within the Municipality of Salem. Until this year, there was a rule, steadily adhered to, *that no school should be aided except those given up entirely to the Municipality*. By representing this matter to Mr. Stokes and the present Director of Public Instruction, this rule was put aside at the beginning of this year; and the result was that 34 private schools containing 1,423 pupils were registered for examination on the result system this official year. This shows how important it is for the development of education among the masses to make rules so as to place it beyond the power of the "Educational Officers" and local and Municipal boards to refuse grants to private schools, and to restrict education to a "department."

6. I quite agree with Dr. Bradshaw that the present result system rules are far too complicated, and require a good deal of simplification before they can promote materially the extension of 'primary education.'

Translation of a letter from THE REV. J. VERDIER, *Catholic Priest in Tinnevelly District, to* THE REV. A. JEAN, D.D., *Member of the Madras Provincial Committee.*

Kindly allow me to write you a few words on two points which, as far as I am aware, have not been clearly stated by the witnesses summoned before the Commission. I think the two points are of capital importance for our little schools at Settrapetty, and I suppose for all village schools in general.

(*a*) The school should be inspected every month.

(*b*) The payment of the grant should not be delayed too much after the examination.

For a village school to thrive, something more than a Manager and a schoolmaster is required. But the Manager and the schoolmaster ought to be stimulated by frequent visits from the Inspector. Nothing is as efficacious as frequent inspection to attract the pupils to school, to obtain regular attendance, to break the apathy of parents. The Inspector's visit is an event in the village. The parents are proud to see that Government takes interest in the education of their children. Only the Inspector should avoid treating the children rudely, and be affable rather than severe. Village children are so timid, so savage.

Owing to frequent visits from the Inspector, a master, though not very learned, becomes a very tolerable master. But, as soon as the inspection is made irregularly, the school begins to decline.

The schools under my jurisdiction were regularly inspected from the 1st January 1882 to June, and found very well. But since June they are no more inspected, and though we are at great pains to help them, they do not fare so well.

But the Manager and the master ought also to be encouraged. Now the only good encouragement consists in paying regularly the grant obtained at the examinations. If there be a considerable delay, the Manager may geti nto trouble, chiefly when he has depended upon the grant to pay his master. If the grant be paid without delay, part of it will immediately be given to the master as a reward, and will be considered as such. But it is no more looked upon as a reward when it is given after a considerable time.

My girls' school was examined at the beginning of June. Out of 18 girls, 18 passed in reading and writing under the first standard; 10 passed in arithmetic. No grant has been paid as yet. This delay seems to me excessive, and calculated to discourage both Manager and master.

Such are the observations I have thought good to communicate to you. I know of other school Managers who are in the same case as I.

MEMORANDUM.

I regret very much that I have the misfortune of differing with some of my countrymen towards whom I entertain sentiments of highest respect and veneration on the educational question which is now being discussed by the members of the Education Commission. That to provide education for the people is one of the most important of the necessary functions every civilised Government is reasonably expected to perform, no one of the combatants that have arrayed themselves on one side or the other of the literary warfare seems to doubt for one moment. Whether higher education or elementary education has a greater claim on the attention of the Government; whether Government is now free to retire from the field of higher education, as what it has already done there has been thought sufficient to enable people to form a correct estimate of the value of higher education;—these are questions on which much diversity of opinion seems to exist. The eminent champions of higher education are certainly well aware of the fact that primary education in this country is not properly attended to, and that the funds at the disposal of Government to meet educational wants of the people are not in a position to contribute more for purposes of elementary education unless corresponding sums be diverted towards them from funds now devoted to the establishment and maintenance of colleges and universities to impart higher education to men of some rank and fortune. Consequently, their defence when analyzed and reduced to simple propositions amounts to a declaration to benefit the stronger at the expense of the weaker and helpless classes from whom the land revenue, the " sheet anchor " of Indian finance, is collected, either directly or indirectly. This is not certainly justice, which means equal distribution of pains and pleasures.

In my humble opinion, what the Government expends now on higher education is unreasonably too large a share of its revenues. So why should not the recipients of higher education themselves be made to contribute more towards the expenditure? It is the bounden duty of Government to see that society does not suffer seriously from the consequences of ignorance and illiteracy of its members; to avoid this danger the Government should impress upon each member of the society the necessity of acquiring the most essential parts of education, which are to read, write, and account. The authoritative interference of Government in the matter of education ceases always here. Any further interference of the Government is likely to be looked upon as a little undue by members of civilised society, though this case may be different in India, where people look to their Government, like little children to their parents, to supply all their wants—a state of things chiefly due to the Government not undertaking to train the people to habits of self-reliance and self-government, a defect in the Indian national character to supply which is intended the Resolution of His Excellency the Governor General on local self-government.

The life of one of the inferior ranks of people in India is scarcely better than that of a slave in some African principality. He is quite ignorant and illiterate. Again, he is entirely destitute of any idea of domestic economy and of forethought. He lives from hand to mouth without any provision for the morrow. The consequences to the poor wretches of this mode of living is to starve with hunger in times of scarcity. This poor wretch, had his mental powers been properly trained in childhood, and thus been placed to judge for himself, would have taken proper care to be frugal and industrious, thus enabling himself to have something for bad seasons. There is another advantage worthy of being noted as more important by Government of educating the common people. The safety of all Governments depends more or less upon the favourable opinion of the common people, of whom there is always a majority in all communities; as a corollary, the common people should by proper training be made capable of forming correct opinions, otherwise they, governed by caprices, would rush to this extreme or that extreme, as was lately seen on the occasion of the late Salem riot; to ignore as a natural right to the humbler classes simply because they demand it in a less loud tone than their more fortunate brethren of the middle and upper classes, is certainly unworthy of the British Government. It is true primary schools are not now in an efficient state, but they can be rendered so by better encouragement, or, in other words, by district authorities taking some interest in the institutions by giving small presents in appreciation of some small excellence of the boy and his comrades, and by ruling that every student, after regular attendance in the school a certain number of years, is entitled to receive a certificate from the teacher, taking at the same time care to give preference to the recipients of the certificate in all minor appointments in the Government service.

The fear in some quarters that higher education throughout India is already in danger, I am led to believe entirely groundless. What the Government now contemplates is to extend education in a more general direction. This it is the wish of a great majority of Her Majesty's subjects in India to see done. It is a well-known fact the Government has only a limited income at its disposal to be applied for educational purposes. While so, it is quite fair that Government consults contrivances to render expenditure for education as effectual to the purpose as possible. It is my humble opinion that the Government can now disconnect itself from some of the provincial colleges, the necessity of whose existence has become very doubtful, as rival institutions not of course established by Missionaries now exist in the districts to educate the youths up to the same standard. The rivalry between educational institutions alike in all essential points often does much harm to the cause of education.

There is another point to be considered in connection with the present educational question. It is whether institutions to impart higher education can be made less a burden on the State by raising the fees. I am always of opinion that these can be raised. Some people are of opinion that if the fees be raised to-day all the classes in our public schools will be empty to-morrow; but I can assure those who are haunted by this fear that the classes will be again equally so strong the day-after-to-

morrow as to-day. The boys that study in our public colleges and Universities are from the well-to-do classes, who can very well afford to pay, and will pay, the higher rate to teach their sons if University examinations are a consideration of getting higher appointments in the Government service. Numberless youths would have gone to England to study for the Civil Service examination but for the fear of losing their caste. Enormously large sums are paid for one year's apprenticeship in the High Court by such young men as are desirous to practice as vakils of the High Court. A very considerable sum accrues to the credit of Government from the law branch of colleges after defraying the cost of the professor's salary and all contingent expenses including additions to the law library. If the law class furnishes a revenue more than sufficient for defraying its own expense, it seems to be simple justice to ask other higher classes to do the same.

Primary education to the masses has its parallel in female education, which is also quite in a neglected state in this country. It is much to be pitied that the people of India do not properly appreciate the great advantages of educating the females and thereby making them better qualified to fashion the moral characters of the young folks entrusted to their care. It seems to be the general impression in the minds of the people in the eastern countries that female virtues such as modesty, chastity, &c., are not co-existent with education in women. I have heard this opinion expressed by respectable members of the native community. Nothing surprised me so much in my life time as this perverted notion given expression to by those who, if they gave a little thought on the subject, would at once find out their mistake and would repent it for ever. The eastern people bring forward another objection to educating their women. They say that education makes women more independent; according to them men stand above women because of their superiority over the other conferred by God. The condition fixed by the Shastras for women is that of a dependent inferior animal created simply for the service of their lord. However, it is a great consolation to see these thoughts being dispelled from men's minds, and their attention directed to the propriety of treating the women on a par of equality.

(Sd.) RAMA VARMA.

Paper submitted by Mr. T. R. Ramanatha Iyer.

I have been a teacher nearly 20 years, the head master of a high school for 8 years, and the head master of a large middle school in Madras for over 10 years. I was connected as a member and vice-president with a mofussil Municipality for several years.

The present system of primary education is unsound in not making a distinction between the classes taking to education with avidity and others not alive to its importance. If it was necessary 40 years ago for Government schools to be established, and subsequently to introduce the half-salary grant system, which again was followed by result grant, a like liberal beginning is required towards educating particular classes named in the next answer. The grants should be on a liberal scale for some time. They should be easily procurable. Salary grants were reduced a short time ago from half to a third for the maximum. This reduction is not questionable when it is viewed in reference to schools attended by Brahmans and such like classes who are imbued with a taste for education. Schools wholly supported by Government or under half-salary grant system should be established specially for the backward classes. A school could be considered as educating these classes, if two-thirds of the attendance consisted of them. The school time should be reduced to three hours. The curriculum to be prescribed should be moderate, including reading, writing, and arithmetic, in the vernacular language. The classes should assemble at hours convenient to these working classes, for an hour and a half after sunset and sunrise. Teachers on high salaries, big buildings for school house, costly apparatus, these should be carefully avoided.

The school work should be in the indigenous style. For instance, there are two orthographies used in writing Tamil, not very different from each other, one in strict conformity with grammar, the other containing slight deviations. Both orthographies should be for the present allowed. The indigenous mental arithmetic should be the one taught in schools intended for the lower classes, in preference to the slate arithmetic taught in public schools now-a-days.

Grants should not be refused to schools, whatever may be the class-books taught in them—sectarian books inclusive—if the pupils pass the Inspector's examination successfully. It is only by adopting such broad principles and allowing considerable latitude to the discretion of school Managers that the backward classes can be brought under educational influence. Schools attended by the well-to-do classes should be made exceptions to such favourable terms regarding grants. In result schools for the backward classes, rules regarding school time, the minimum number of days for which attendance at school is required, and the minimum number of heads under which a pass is necessary for grants being payable should be relaxed. Distinctions, special prizes, and honours should be bestowed upon persons and teachers interesting themselves in the education of the backward classes; particularly ryots and zemindars, who keep farm-labourers able to read and write.

Primary instruction is sought after by particular classes. The classes least anxious to learn are:—(1) pariahs, including all outcaste people, employed principally as farm-laborers; (2) washermen; (3) barbers; (4) toddy-drawers; (5) fishermen; (6) artisans; (7) the people, not pariahs, that either own small farms or employ themselves as farm-labourers; and (8) the people that earn daily wages or employ themselves as domestics. Pariahs are by far the largest of the lot and completely illiterate. The young of these classes assist the parents in their work. Some have to commence their trades early in life. Some have even to earn for their own support.

The richer classes do not view educating the lower classes with particular favour or disfavour. They do not believe that their work would be done a whit better by the workmen's being able to read and write. The workmen themselves do not long for being educated. It is in regard to these classes, then, that one or two Government schools should be specially opened while clauses conferring special advantages upon schools attended by them should be introduced into the Grant-in-Aid Code. Zemindars and ryots possessing large estates should be persuaded to rear up farm-labourers knowing to read and write. Certain distinctions should be conferred upon those who rear up accordingly. In towns where the artisans congregate, special inducements should be held out to Managers and teachers who have boys drawn from the artisan class for the bulk of their attendance. Schools professing to educate the backward classes should be vernacular schools educating up to no higher standard than the middle school.

Indigenous schools exist all over the country. They are kept in some instances by hereditary schoolmasters. Village lands were granted for village services. School-keeping was one of them. Grants for the village schoolmaster exist in few cases, but have been either resumed or have changed their character in most cases. What grants are now existing and the schoolmasters holding them should be utilised for the spread of primary education. Free village sites, there being so many to spare in every village, and unoccupied lands on favourable terms, may be made grantable to schoolmasters employed in secondary and primary education in villages, particularly if the backward classes come under their instruction.

Village schoolmasters are quite willing to receive State aid, only they should be allowed to move in their usual groove and to use cadjan books. The books used in indigenous schools are some of them religious. Their abandonment should not be suggested to the schoolmasters. Government officers would not overstep neutrality, if they take the text-books as they find them, and if they test the pupils in reading and writing from books used by the pupils. The existing restriction as to the examination being in sentences in books prescribed by the department should be removed. I have seen Lubbai boys reading Tamil books on Muhammadanism in schools kept for Hindu boys. It would redound to the efficiency of indigenous schools, for a large number of inspecting school-

masters being appointed to go round and give model lessons to village schoolmasters. Periodical Durbars should be held in convenient localities at which village schools and masters should be assembled for examination and distribution of prizes and grants.

Home education is a wide term. I would particularise it in the following ways:—

1. Home education or self-study where a person prepares himself for examinations, systematic instruction by another being not availed of.

2. Home education as received by one that does not go to school, but remains at home, systematic instruction at home by another being availed of.

3. Home education, meaning by the term that kind of education which very young children ought to receive for some years from their mothers, sisters, or other female relations at home or their fathers.

4. Home education, meaning by the term the kind of education provided in view of present untoward circumstances for the instruction of Hindu and Muhammadan grown-up women on the lines of zenana missions.

Home education of the first description was not apparently the one the question was framed for. Home education of the second sort would do very well for princes and wealthy persons. If education is to include the formation of social virtues and sympathetic feelings, this system would signally fail. The Maharaja of Mysore, while he was a pupil, was made to attend a class consisting of young nobles. The other two sorts are just the things wanted now in India. If female education is to make any progress, zenana missions conducted by caste females would do immense good. It is to women who have got families that we should address ourselves for the present. A boy properly educated at home is not less likely to pass than a school student, and may be quite equally successful. The cost of such home education would, however, exceed the means of most families.

The co-operation of landlords and zemindars in the education of their tenantry should be secured. Village officers that return large numbers of pupils receiving primary instruction may receive encouragement and commendation. Vaccination and mortuary returns were unsatisfactory 10 years ago. The village officers were inattentive to these duties. The revenue authorities directed that village officers should attend to vaccination and show a satisfactory number to have been vaccinated. There has been a marked improvement ever since. If village officers can be made to take interest in seeing the village children taught, more children would be placed under instruction.

The funds for primary education may be administered by local fund boards. The members possess local knowledge. They know the teacher and taught. Durbars should be held. The members of local fund boards may hold the Durbars and conduct the annual examinations in conjunction with Deputy Inspectors and Inspecting Masters. Prizes and grants may be distributed in open Durbar. Indigenous arithmetic, including mental arithmetic, multiplication tables for some easy fractions, squares and cubes of some numbers. Native book-keeping. Little books on agriculture and hygiene. A little book on domestic economy. If by a well devised scheme night and early morning schools for short hours can be brought within the scope of the rules for result grants, this system would do admirably well. The sums payable should be somewhat more liberal, and the passes required easier in reference to schools attended by the backward classes. The fees taken by the pial school teachers are in most cases nominal. In aided primary schools in the rural parts, payments in kind made by the parents to the schoolmaster should be recognised in the place of the contribution payable by Managers. I believe Colonel Macdonald wished to spare funds for primary education. He recommended a general reduction of salary grants on this account. There are districts in which education has made little progress. In districts in which education appears to have made a more satisfactory progress, particular classes have neglected to educate themselves. To have ordered a reduction of salary grants in the same manner throughout the Presidency and towards all classes of society is, in my opinion, an error. To have introduced a nice distinction between Normal certificates, ordinary certificates, and general examination certificates, is somewhat premature. Girls' schools and Normal schools should be eligible for higher grants than schools for boys.

Aided schools of the higher class are governed by the University. There is very little in the power of Government Officers to be done for or against aided institutions. Middle schools keep the middle school examination in view. Middle classes are tested by departmental examinations in which Government and aided teachers take part equally. The undermentioned classes have had the benefit of existing schools in a large measure:—

1. Brahmans.	3. Mudaliyars.
2. Chetties.	4. Kavarais.

These classes can hardly be said to be illiterate. They already pay very nearly enough for the instruction they receive. The fees paid in India appear so small beside the fees paid for English boys, which include board in many cases. A difference in fee between the foregoing classes and other classes would not be unjust.

Some graduates have in few populous educational centres started high schools and have managed them with the fees with sufficient remuneration to themselves.

Nearly self-supporting schools.

1. Government high school, Trivady, Tanjore District.
2. Ditto Tiruvaroor, Ditto.
3. The Triplicane Hindu school, Madras.
4. The Muttitalpet Anglo-Vernacular School, Madras.
5. The Nellore Hindu High School, Nellore.
6. The Palamcottah Hindu High School, Tinnevelly.

It is quite possible for non-Government institutions to become influential and stable alongside of Government institutions. Efficiency of staff and strict management in regard to attendance and promotion would ensure success to such institutions. And yet exactly it is this that non-Government institutions would not do. They would employ any but first rate men paying low salaries. Aided colleges should receive exceptional liberal treatment from Government.

The difficulty with which employment in Government service is obtainable is no reason for despairing that educated Natives will find employment, there being numerous openings as railway services, Abkarry Department, merchandise merchant houses, coffee and tea trade.

The instruction imparted in secondary schools is not calculated to store the minds of the pupils with useful practical information. The pupils that would not go beyond secondary schools belong to the middle and lower classess. They are day-labourers, farm-labourers, and artizans. It is on this account necessary that the system of education pursued in middle schools should enable the pupils to read and write in the vernacular language, while it does not fail to give some general knowledge of such practical sciences as agriculture and hygiene. The one material fault that has suggested itself to my mind is arranging the school course as if every one beginning it at the lower end would naturally go on until he went to the top. A purely vernacular curriculum having to be laid down for instruction in middle and primary schools, a heavy vernacular course of studies may be thus prescribed, a course in English studies being made additional, those taking to this course also paying an additional fee. Any how, steps should be taken for disabusing the people of the erroneous notion that to learn a little English is in any way useful. Proprietors and Managers who keep purely vernacular schools to the middle and primary school standard should be liberally aided. Purely vernacular scholars should be encouraged to conduct primary and middle schools. Vernacular studies receive insufficient attention and insufficient time in the routine of educational institutions.

The attention and exertions of teachers are directed towards making the pupils fit to appear eventually for the University examinations. Teachers elaborate their instruction in English idoms and construction which have no practical value.

A stipendiary scholarship of ₹15 is given to the topmost of pupils passing the F. A. examination in a district in which there is no insitution teaching up to the B. A. standard. A stipendiary scholarship of ₹10 is given to the topmost of pupils passing the matriculation in a district in which there is no institution educating up to F. A. standard. More scholarships ought to be given, pupils from the castes most backward in education being eligible for them on easy terms.

Municipal support is given to all sorts of schools, whether supported by Missionary bodies or not. Hindu members of local fund and municipal boards are not likely to look upon mission schools with disfavour.

The University curriculum does not afford sufficient training for dispensing with special schools for training up teachers. I have known very many graduates who do not think it their duty to keep the classes quiet, and who think that Euclid's elements could be taught to the young beginners in that subject without the teacher's having recourse to translation even so much as once in the whole year. Many are unable to frame questions in history and geography.

School inspection was sound more than 10 years ago. When aided schools multiplied and result grant work increased, Inspectors found it too much for them. They examined classes in one or two subjects at first; afterwards they altogether stopped examining classes preparing for public and University examinations. Other special examinations have since been introduced, almost one for each grade of instruction. Very little examination is done by Inspectors in aided schools. Chief Inspectorships may be reduced in number. Two Inspectorships will quite do for the whole Presidency. The present public University and departmental comparative examinations should be continued, all schools being compelled to send up pupils for the examinations much in the same manner as now. The Inspector should be allowed to make one visit to each school in two years. Deputy Inspectors and Inspecting Schoolmasters should be increased in number. If they are not increased, primary and middle instruction would not advance. Natives who have distinguished themselves as teachers should be appointed Inspectors. Their acquaintance with the vernaculars would itself be no small advantage towards the spread of primary and middle class instruction. I have already recommended that District Educational Durbars presided over by Collectors should be held. The result and other schools should be assembled. Local fund boards and Municipal members should be allowed to take part in the examinations. Grants and prizes should be distributed in open Durbar. Educated Natives may be invited to a share in conducting the Durbars.

Many text-books are unsuitable. Among the English Readers recently published by the department, none is suitable except Marden's and Garthwaite's Readers. There are selections in the 4th and 5th Readers which even graduates can only with difficulty make out. The non-language subjects are taught in many aided schools in primary and middle classes by means of treatises in English. This practice is objectionable. Translation and reading should be particularly taught, text-books on both subjects being introduced. No expense should be spared towards creating a strong vernacular literature that would contain entertaining and useful information. Vernacular literature is indispensable to the expansion of primary and middle class instruction. At the outset, indifferent translation of English text-books in science should be accepted.

I will mention one or two reasons why Government should continue to manage schools. As a matter of fact, Government schools have been more efficient than aided and private schools. The results of University and other examinations have abundantly proved this fact year after year. This efficiency is owing to the employment of qualified teachers for each class. Managers of aided schools do not employ teachers equally qualified—Government indicate in a manner to the Managers by employing efficient teachers and paying them liberally, how the Managers should make their appointments to teacherships. In passing applications for grant, the Government see whether the teachers appointed to particular classes have secured the needful attainments. If there were no Government department Managers would speculate in school income. They would reduce fees to any limit they chose. They would try to make the schools remunerative by paying low salaries to teachers. They might not keep up the standard of each class. A fourth class might be no better than a third class or a second class. Matriculates might be frequently put to teach B. A. classes. Government could yet try to make their schools less costly than they have been. Retrenchments are quite possible without prejudice to work in the Government Educational Department as elsewhere. Natives may be largely employed, higher grades of educational service being included. They may be allowed slightly lower salaries. Fees may be increased somewhat in particular localities, being payable by particular classes desiring knowledge. Establishments may be curtailed. Second grade

colleges are kept in too many places. The attendance in collegiate classes of such institutions is too small for the requisite costly establishment kept up. The Presidency and Civil Engineering Colleges can be placed in one bulding under one Principal. One professor can teach students from both colleges in some portions of the curriculum. If Government withdraw itself from education, no Native local bodies competent or having the means to maintain educational institutions would be forthcoming. There are Natives competent to be professors and Inspectors. These are not rich. They can successfully manage primary and secondary schools that are self-supporting. Time has not arrived for not having even one model institution officered by gentlemen from Europe. A model college at Madras taught by professors from Europe, with the mofussil colleges taught exclusively by Natives, would effect a considerable saving, not allowing higher education to decline.

Nobody was ever made a bit better or more righteous by mere oral instruction. What makes a person righteous or the reverse is certainly not the lectures that have been addressed to him on moral conduct, but the manner in which he has been and is disciplined at home and school. A person, however well he has been enabled tc conceive all the advantages of practising a virtue and maintaining a good habit, would yet fail to be influenced by such considerations, until he has been actually compelled, blindly perhaps in the first instance, but always by fear of authority and by custom, to practise it once or twice. When it has been so practised, national views in favour of the practice are generated; the practice becomes volnntary. Hindu philosophers hold that character is without exception formed in this manner. What makes an English soldier the quiet man that he is still advancing to the front, is the fear of court martial and his daily drill. If this theory were correct, a school in which lessons on moral conduct are formally given might have no effect, while an Arnold in a school not giving such lessons would achieve wonders. "Example is better than precept."

Colonel Macdonald was the first person to see the want of physical training and supply it. He has got gymnasia opened in many Government schools. Instruction continues nevertheless to be indifferent and at the pleasure of the students. Some time every day must be devoted to gymnastic exercise, as a matter of routine, pupils delicate in health or unwilling for other reasons being alone allowed to absent themselves from the gymnastic class.

Indigenous girl schools are mixed schools attended in some localities by a large number of boys and few girls. Girls are taught letters and to read a little. Aided and private girl schools have been established in town. They have not been quite so useful as boys' schools. Women are more conservative than men. It is very difficult to overcome their prejudices. Grown-up women who have got families are exactly the persons to whom exertions for female education should for some time to come be mainly directed. In large towns itinerant caste female teachers should be employed. Their business must be to make house-to-house visits, teaching small groups in each house. They must not commence with exhortations to believe in Christ. Their instruction should comprise lessons in reading, writing, arithmetic, hygiene, household economy and sewing. They should propose changes neither in costume nor in the etiquette now obtaining between the sexes among the Hindus. When this has gone on for some time, girls' schools should be established. Mixed primary schools may be encouraged. Schools of higher standard than primary must not be mixed.

Men trained in the art of teaching and school management are wanted for offices in the Educational Department. They should be great scholars at the same time. If gentlemen eminent for their learning, who have studied educational method in Europe, are secured, they would do immense service; they would succeed in making a larger number pass from each class; the system in which much is attempted but little done would cease to exist. As matters now stand, one person at the head of a school wants that little should be taught about 12 pages in a year. Another thinks that a whole book should be gone through. One does not know that the attendance of the boys is an important thing to be attended to. One teacher teaches 10 lines in a day. Another teaches 3 chapters in trigonometry in one hour, and sets problems in the same hour. This system was resorted to at one time in the Madras Presidency. I think it is now discontinued. I have read this system so common in English schools condemned in some journals.

The pernicious tendency to raise primary to secondary schools exists. It is not simply primary school teachers that wish to raise their work gradually, but also middle schoolmasters aspire high. Schools wholly primary or wholly middle with appropriate curricula should be established. They should be required to improve their primary and middle school instruction, instead of trying to raise their schools in grade.

Taking the whole Presidency, one would say that the profession of teaching has not become profitable in the way suggested. In few localities populous and inhabited by the higher classes, Native high schools founded by a body of young men have been remunerative, but they do not afford criteria for a general conclusion. Primary and secondary schools in places like those alluded to may be supported altogether by result grants. High schools and colleges are best supported under the salary grant system. The proportion contributed by Government for colleges should be sometimes exceptionally high. But efforts should be made to effect a gradual reduction.

I entirely concur in the following paragraph from the standing orders of Colonel Macdonald: "The strength of the classes must depend partly upon the qualifications of the teachers and partly upon local circumstances. An experienced and able teacher ought to be able to manage a class of 40 boys, and some boys must occasionally be absent from illness and other causes, and others may drop off during the course of the year, the maximum may under the most favourable circumstances be fixed at forty-five. Classes of 30 boys are enough for ordinary teachers." College classes may contain about 100 students.

In colleges, and in colleges only, payment of fees may be made by term.

Government's withdrawing would be interpreted, not in favour of the neutral position to be taken by a foreign Government, but as a sign of the indifference of Government as to how the education of the Hindu is conducted, and of internal satisfaction at the succession of the Missionaries to the work.

University Professorships may be founded with advantage. Professors of the Presidency College or other professors may be appointed to deliver

lectures in the Senate Hall. Admisson to such lectures should be allowed on payment of sufficient fees to the general public and college student at hours convenient to the former.

Promotion may be decided with reference to the results of public examinations extending over the provinces.

There was an arrangement at one time in the Town of Madras, regarding the migration of pupils. That arrangement is now discontinued, most improperly in my opinion.

A model college officered by professors from Europe would be needed It should be maintained directly by Government. Natives of eminent attainments are available. If the mere success in University examinations be aimed at in establishing colleges, importation from Europe is altogether unnecssary. English authors, as Shakespeare and Milton, require English scholars for interpreting them. Even for teaching English, if it is only second rate men that are to be got out, Native graduates may be preferred. There are certain sciences, mainly the experimental sciences, in which instruction ought, for some time to come at least, to be entrusted to Europeans in preference to Natives. In all other branches Natives should be at once largely employed. The Native portion of the educational service is not a little disheartened at the undignified manner in which Native gentlemen of long standing and high attainments already in service have been kept low. Professors from Europe are not likely to be employed by Natives, except in rare cases. None would venture out from England for the small inducements that the unstable funds of a Native institution would afford. They would not have the advantage of furlough and other leave granted to them. Institutions conducted or taught by Natives would not be behind those taught by Europeans.

MEMORIALS

RELATING TO

THE MADRAS EDUCATION COMMISSION.

(I.)—PAPERS SUBMITTED BY THE EXECUTIVE MISSIONARY EDUCATION COMMITTEE OF MADRAS.

No. 109.

FORWARDED to the President of the Education Commission for the consideration of the Commission. Return requested.

(By order.)
F. C. DAUKES,
Under-Secretary to the Govt. of India.

HOME DEPARTMENT (EDUCATION),
FORT WILLIAM,
The 13th February 1882.

From the REV. WILLIAM STEVENSON, Secretary to the Executive Missionary Education Committee, Madras Presidency, to the Secretary to the Government of India, Home Department, dated Madras, 3rd December 1881.

I have the honour to address you as the Secretary of a committee appointed by a General Conference of South Indian Missionaries held at Bangalore in 1879 to watch over the interests of aided education throughout the Madras Presidency.

2. This committee, having learned from the public prints that a Commission on Education in India has been, or is likely to be, appointed by the Most Honourable the Governor-General in Council, beg leave to send you the accompanying papers bearing on the educational administration in this Presidency, which they believe to be worthy of the attention of the Commission. They beg, therefore, that you will be good enough to lay them before the Commission when it has entered upon its labours. The papers referred to are—

(I) A Memorial to the Madras Government, with a somewhat lengthened correspondence that arose out of it, and a Memorial to the Right Honourable the Secretary of State for India, all contained in order in a small volume, which we beg to send as the most convenient form.

(II) Correspondence with reference to the Madras Christian College.

III) A copy of answers to certain queries submitted to the committee by the Association in London known as the General Council on Education in India.

3. It is unnecessary here to enter into the various points discussed in these papers. I beg leave only, on behalf of the committee, to ask the attention of the Commission to the main question in debate, which they will at once recognise to be of the highest importance. That question is whether the educational policy clearly prescribed in the Despatch of 1854 has hitherto been carried out in this Presidency, and whether aided education has been receiving the encouragement and support to which, on the principles of the Despatch, it is fairly entitled. The papers I have now the honour to submit will, the committee ventures to believe, largely contribute to the formation of an impartial judgment on that question.

4. The numerous representatives of aided education throughout the whole Presidency, who signed the first Memorial to the Madras Government, took their stand solely on the Despatch of 1854, which you will find reprinted as an introduction to these papers, as being the proper basis of the whole controversy. The core of the policy therein laid down is that "local management under Government inspection and assisted by grants-in-aid" be "taken advantage of whenever it is possible to do so, and that no Government colleges or schools shall be founded

for the future in any district where a sufficient number of institutions exist capable, with assistance from the State, of supplying the local demand for education." Her Majesty's Government accordingly "look forward to the time when any general system of education entirely provided by Government may be discontinued with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of and aided by the State." Further, this Presidency is expressly mentioned in the Despatch as already in 1854 a suitable field for the application of these principles. Paragraph 96 runs thus—"In Madras, where little has been yet done by Government to promote the education of the mass of the people, we can only remark with satisfaction that the educational efforts of Christian Missionaries have been more successful among the Tamil population than in any other part of India; and *that the Presidency of Madras offers a fair field for the adoption of our scheme of education in its integrity*, by founding Government Anglo-vernacular institutions only where no such places of instruction at present exist, which might by grants-in-aid and other assistance adequately supply the educational wants of the people."

5. That Her Majesty's Government was justified in looking to Madras as a fair field for the adoption of its scheme, the rapid extension of education under the grant-in-aid system abundantly proves. In 1863-64, the year immediately preceding the introduction of the revised rules for grants-in-aid, there were on the rolls of aided institutions 20,095 pupils; in 1869-70 the number had risen to 95,035; and in 1879-80 to 217,310 pupils.

6. Notwithstanding this rapid growth, the memorialists remarked that from the year 1869-70 the tendency of the educational administration was not in the direction prescribed in the Despatch, but in the exactly opposite direction; that more money was being spent on direct Government education and less on grants-in-aid; that instead of Government higher schools and colleges being discontinued and handed over to independent bodies, they were being extended and multiplied; and that aided institutions, instead of being fostered, were being discouraged. In proof of these statements it was pointed out that between 1869-70 and 1876-77 the expenditure on Government schools and colleges had risen, as shown in the Director's reports, from Rs. 2,13,287-8-2 to Rs. 3,09,999-7-6, while grants had fallen from Rs. 3,07,881-14-7 to Rs. 2,78,682-2-4; that new school classes had been instituted in the Presidency College; that new Government colleges had been established at Cuddalore and Salem; and that the Madras Christian College, the largest institution in Southern India and representative of various missionary bodies, was denied the aid to which it was justly entitled.

7. In reply to these statements, Colonel Macdonald, who was then Director of Public Instruction, contended that the expenditure on Government education had not increased so much as appeared; that the increased expenditure was necessary; that the grants had not been diminished but slightly increased; that the new school classes in the Presidency College were no additional expense; that the new colleges at Cuddalore and Salem would not cost so much as the memorialists estimated; and that the Christian College had not been unfairly treated. He further endeavoured to revive old and obsolete prejudices against missionary institutions as merely proselytising agencies, and charged the memorialists with aiming at leaving the people no choice but to send their children to missionary schools and colleges.

8. That this reply did not rebut the complaints made by the memorialists is pointed out by this committee in their letter to the Madras Government of 2nd December 1879, to which we invite the Commission's special attention. It is there shown that even by Colonel Macdonald's own admissions the expenditure on direct Government education had largely increased, while the sum spent in grants had practically remained stationary; that Government institutions were being multiplied and extended in contravention of the principles of the Despatch; and that Colonel Macdonald's estimate of the cost of new colleges was much under the mark, unless they were to be quite inefficient. As to the objection to aided institutions supported by missionary societies, it was enough to point to the fact that they had never been excluded from Government aid; that they desire no more than justice; and that the people who are averse to sending their sons or daughters there are quite capable of establishing, managing, and maintaining institutions of their own. The number of Hindu schools and colleges already existing affords unquestionable evidence of this.

9. It is unnecessary to follow the controversy further, as the main points have been stated in the preceding paragraphs. We only beg the Commission to note the manifest aim of Colonel Macdonald's policy, as revealed in the course of the correspondence. Implicitly, if not explicitly, he acknowledges that his aim was to develop the Government system as having, in his view, certain advantages over the system of grants-in-aid. The committee deny the existence of the alleged advantages; but even suppose they were admitted, they would in no way justify his policy, *because it is directly opposed to that prescribed in the Despatch of 1854.* Either the principles of

the Despatch must be repudiated, or the course of educational administration in this Presidency during the period referred to in these papers must be condemned.

10. I have only to add here that a fresh and striking proof of the justice of this committee's contention is afforded by a letter of the present Director of Public Instruction to the Madras Government, dated 20th May 1881, which is enclosed with the second set of papers—those, namely, containing the correspondence regarding the Christian College, to which I have now to refer.

11. The case of the Madras Christian College has been referred to in the preceding pages, but I beg leave to invite the attention of the Commission to it more particularly as illustrating the difficulties with which aided education has too often to contend in this Presidency. This institution, founded in 1837, was long the only one where a liberal education could be obtained by the natives of Southern India. For many years after the establishment of Government schools and colleges it fell off in educational importance; but from 1863-64 it began to resume its former status. From that date the college entered on a course of gradual development, and, of course, of increased outlay. Up to 1871-72 it obtained the full benefit of the rules in force for grants-in-aid. It was then announced that, though the grant then being drawn would be continued, no increase would be allowed. The college was at that time receiving, like other institutions, a grant of from 35 to 40 per cent. of its total outlay. As the college developed, its expenditure necessarily increased, so that in 1878-79, though remaining at its former absolute amount, the grant was only about 19 per cent. of the total outlay. During this period applications for an increase of the grant were repeatedly made, but as often refused on account of the Directors of Public Instruction for the time being stating that funds were not available.

12. In 1879-80 fresh restrictions were issued which had the effect of reducing the grant to the college from 19 to 14 per cent. of its expenditure, though other aided colleges still received grants of from 30 to 40 per cent. To this reduction the council of the college objected in March 1879 in a letter of which a copy is enclosed (A). This protest was in vain.

13. Meanwhile it was announced that new rules for grants-in-aid were to be issued, and the managers stated in August 1879, in a paper, of which a copy is enclosed (B), that they would maintain the college, confident that under the new code they would be put on an equality with others. The code came into force in February 1880, and was expressly stated to be in supersession of all existing rules. The college council therefore applied in April 1880 (see enclosure C) for the grant for which the new code rendered the college eligible. This application was commented on unfavourably by Colonel Macdonald, then Director of Public Instruction, in June 1880, and was refused by the Madras Government in August 1880, no reason being assigned for the inequality with which the college was treated. Meanwhile, the expenditure on Government education was steadily growing, the increased outlay on it in the Madras Government College alone being Rs. 7,413 in the two years 1879-80 and 1880-81 (see para. 10 of enclosure E).

14. Thus the practical effect of the restrictions imposed on the Christian College was to transfer a large sum from an institution to which Government had never contributed more than Rs. 10,047 annually, to one on which it was already spending upwards of Rs. 66,000—from one which it was aiding to the extent of 19 per cent. of the total expense, to one which it was already supporting to the extent of between 80 and 90 per cent.; and that although much more educational work was done by the former than the latter.

15. In these circumstances the college council once more applied for redress in a memorial of which a copy is enclosed (D). On this the new Director of Public Instruction has discussed the whole case in a complete and fair manner (see enclosure E.), and in consequence the arbitrary restrictions have been at length withdrawn.

16. There is thus some hope that the rules now in force for grants-in-aid will be at last applied fairly to the college; but even should this hope be realised, great injury will have been done. In order to maintain the college during the three years since its grants were so disproportionately reduced, it has been necessary to weaken its staff: one assistant professorship has been abolished, and all the professors have been receiving smaller salaries than they are entitled to by the terms of their appointments. Their strength has been largely taken up in carrying on a weary and harassing dispute; and in many ways which it is unnecessary to detail, obstacles have been thrown in the way of the efficiency and development of the college. At the very time when Rs. 7,413 of public funds is spent in developing and strengthening the Government college, the corresponding aided college is compelled to retrench its expenditure and to struggle for bare existence. Even if the Madras Christian College should now receive the full benefit of the rules, it cannot be expected to recover soon or easily from the effects of the treatment it has received.

17. To the paper of Answers to Queries it is unnecessary to advert further than to say that it contains the opinions of a representative committee on various important points connected with education in India. I have the honour very respectfully to request that it, as well as the other documents now forwarded, may receive the attention of the Commission.

Enclosure I.

(A.)

MEMORIAL TO HIS GRACE THE GOVERNOR IN COUNCIL.

To

HIS GRACE THE GOVERNOR IN COUNCIL, FORT SAINT GEORGE.

THE MEMORIAL OF THE REPRESENTATIVES OF VARIOUS MISSIONARY SOCIETIES AND OTHERS ENGAGED IN EDUCATION IN THIS PRESIDENCY,

HUMBLY SHEWETH—

Your memorialists, who represent various missionary societies and other bodies largely engaged in the work of education throughout this Presidency, desire humbly to approach Your Grace with reference to the working of the grant-in-aid system, to ask the attention of Your Grace in Council to certain features in the educational administration by which the due operation of that system seems to be limited and hindered, and to pray that such measures may be devised as may seem best fitted to promote the free development of the educational policy for India declared by Her Majesty's Government, and cordially adopted by Your Grace in Council.

2. Your memorialists base their present representation on the Educational Despatch of 1854, in which Her Majesty's Government laid down the following liberal lines as the policy to be pursued in the education of the people of India:

(1) Her Majesty's Government declare that they have been led to the "conclusion that the most effectual method of providing for the wants of India in this respect will be to combine with the agency of Government the aid which may be derived from the exertions and liberality of the educated and wealthy Natives of India and of other benevolent persons."

(2). The mode in which independent agency was to be fostered, and their anticipations of its effect are set forth in the following paragraph:—

"We have, therefore, resolved to adopt in India the system of grants-in-aid which has been carried out in this country (England) with very great success; and we confidently anticipate, by thus drawing support from local resources, in addition to contributions from the State, a far more rapid progress of education than would follow a mere increase of expenditure by the Government; while it possesses the additional advantage of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation."

(3) With regard to the system of administration the following general directions are laid down:—

"We desire to see local management under Government inspection, and assisted by grants-in-aid, taken advantage of whenever it is possible to do so, and that no Government colleges or schools shall be founded for the future, in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education."

(4) Although Her Majesty's Government were of opinion that it would "probably be necessary for some years to supply the wants of particular parts of India by the establishment, temporary support, and management of places of education of every class in districts where there was little or no prospect of adequate local efforts being made for this purpose;" yet it was intended that the maintenance of purely Government schools and colleges should be only temporary, and that they should gradually be withdrawn, as the growth of independent institutions made it possible to be done. On this point the following words are clear:—

"We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of, and aided by, the State."

3. Your memorialists gratefully acknowledge that the policy embodied in this despatch has been fully approved by the Madras Government, and they are glad to observe that Your Grace

in Council, in an Order on the last published Report of the Director of Public Instruction, gave expression to it in the following terms:—

"Looking, therefore, to the increasing demands upon the State for grants-in-aid, and the cheapness of the system, it is as much the true as it is the admitted policy of Government, since the Despatch of 1854, to reduce gradually expenditure on Government institutions, where there is a private, local or municipal school doing equally good work, and capable of continuing it. The Director will bear this principle in mind, and, wherever and whenever the opportunity occurs, act in accordance therewith."

With these words before us, your memorialists cannot but be fully satisfied as to the purpose of Your Grace in Council; and the remarks which occur in connection with them render it unnecessary for us to vindicate the preferability of the aided system on the ground of economy, not to speak of its influence in fostering the spirit of freedom and local self-government.

4. Turning now to the practical administration of the policy, your memorialists gratefully remember that in 1864 full effect was given to it in this Presidency by the introduction of a Revised Code of Rules for Grants-in-Aid, in which the main principle adopted was that of salary grants. These rules were framed only after the fullest enquiry and consultation with the representatives of all bodies engaged in educational work throughout the Presidency, and the scheme made it possible for a well-equipped and efficient school to obtain the most liberal aid.

5. By the adoption of this code a powerful stimulus was given to the progress of aided education. Missionary societies and other bodies engaged in educational work now felt that full effect was likely to be given to the principles laid down in the educational despatch, and the anticipations, which we have quoted above, expressed in that despatch, were speedily realised. At the close of 1863-64, the year immediately preceding the introduction of the Revised Rules for Grants-in-Aid, there were on the rolls of aided institutions 20,095 pupils, and the grants-in-aid during that year amounted to Rs. 50,642-9-7. Six years later, at the close of 1869-70, aided institutions had on their rolls 95,035 pupils, and received in grants-in-aid during that year Rs. 3,07,881-14-7. Such a development of independent education would manifestly have been impossible but for the liberal scheme established by the Madras Government in accordance with the policy of the despatch; and the further development of aided agencies or their continuance will doubtless depend on the effective application of the same liberal principles.

6. In 1869 the financial necessities of the Government led to a restriction being imposed on the issue of new grants-in-aid, except for girls' schools. This restriction, however, it was hoped, was only to be temporary. In reply to a memorial, addressed in the beginning of 1871, to His Excellency Lord Napier, by members of the Madras Missionary Conference and others connected with aided education, His Excellency the Governor in Council in an Order dated 6th March 1871, "resolves to intimate to the gentlemen who have addressed the Government that he is fully alive to the importance of maintaining the development of the grant-in-aid system, and that the present restrictions will be removed as soon as the state of the funds available to this Government for educational purposes will allow."

Relying on the conditional promise thus made, independent bodies have continued and even extended their efforts, but the restriction has not yet been withdrawn.

7. When we compare the expenditure on grants-in-aid from provincial funds for 1869-70 with that for 1876-77 as given in the Director's Reports, we find that it has not increased, but diminished, having fallen from Rs. 3,07,881-14-7 in the former year to Rs. 2,78,682-2-4 in the latter. During the same period however, we observe that the gross expenditure on Government colleges and schools for general education from the same funds had risen from Rs. 2,13,827-8-2 to Rs. 3,09,999-7-6. In other words, while grants-in-aid had been during these seven years reduced by 9·4 per cent., the expenditure on direct Government education had increased by 45 per cent. Your memorialists do not take it upon them to judge how it became necessary to increase so largely the outlay on Government institutions, which admittedly do their work at much greater cost to the State than aided institutions, while a restriction was maintained on the legitimate operation of the grant-in-aid scheme; but they respectfully submit that *primâ facie* it would have been more in accordance with the declared policy of Government, if the additional funds had been expended on fostering aided education. It is unnecessary also to point out to Your Grace that if the larger funds available for education are absorbed by Government institutions, the hope of seeing the restriction removed as promised, and the grant-in-aid scheme carried out in its entirety, must be abandoned. At the same time the confidence of independent agencies in the encouraging policy of Government must correspondingly be weakened, and their efforts in the cause of education restrained.

8. Your memorialists would here beg to state that they do not object to a revision of the present grant-in-aid rules, or to any modification of them, which, on due consideration of the progress of education or other circumstances, may seem advisable. What alone they deprecate is any tendency to reverse the declared policy of Government—the policy, *viz.*, of fostering and

extending aided education in preference to a purely Government system,—or to hinder by special restrictions the free operation of any well-considered grant-in-aid scheme framed in accordance with this policy. That your memorialists have good grounds to entertain serious apprehensions regarding this matter will appear, not only from the contrast already pointed out between the increased expenditure on Government institutions on the one hand, and the diminished grants-in-aid on the other, but from the following instances to which we crave the special attention of your Grace in Council:—

(1) Your memorialists have to complain that important changes are made in the administration of the grant-in-aid scheme without due consideration being shown to the bodies specially interested, and without any opportunity being given to express their opinion regarding arrangements by which they are materially affected, until remonstrance has become too late. In January last, for example, an order was issued by the Director of Public Instruction largely reducing the grants to aided institutions in Madras, without any previous consultation with the managers, and making the reduction take effect from 1st April, thus allowing only the very inadequate period of little more than two months to make provision for the extra charges thus thrown on them.

It appears, further, from the Director's letter to Government of 13th December 1878, that he submitted to Government in January of last year a revised Code of Rules for salary grants, and that this code is now under the consideration of Your Grace's Government. The Director's proposals have been submitted without any consultation with the Managers of the Educational Agencies to which they are to be applied, or any information being vouchsafed as to their nature and bearing. Up to the present moment all representatives of aided education are in entire ignorance of the new scheme under which they may find themselves placed without previous warning. This procedure is in such complete contrast with that followed when the Revised Rules of 1864 were framed, that your memorialists cannot but fear that it may indicate a different line of policy.

(2) Your memorialists beg to point, secondly, to the enlargement of the school department of the Presidency College, through the opening of the lower classes in 1875-76. The Director justified this measure on the ground that it was necessary to strengthen the Presidency College, and that it would involve no additional expense. Even if we set aside for the moment the Educational Despatch of 1854, and admit that the strengthening of the Presidency College against aided institutions was a legitimate end in itself, we cannot admit that as a college it needed such a buttress. The calculation, moreover, that the new classes would be self-supporting can only have been made by leaving out of account in respect of them all charges for buildings, general management, servants, pensions to masters, and the like. However this may have been, the expectation has not been fulfilled, for it appears from the Director's Report for 1876-77 that while the total expenditure of the middle department formed by these classes was Rs. 3,978-14-2, the income from fees was only Rs. 1,940-8, or not quite a half of the expense. But what we desire mainly to call Your Grace's attention to in connection with this case is, that there was no need in Madras of these new classes, and that they could only be supplied by drawing away pupils from aided institutions, which were perfectly adequate to educate them. The weakening effect on these institutions must have been the greater that such an influential Government institution as the Presidency College would naturally draw to itself the best pupils. Your memorialists must respectfully submit that they cannot see how this measure can be reconciled with the instruction of the despatch, which lays down that no "Government school shall be founded for the future in any district where a sufficient number of institutions exist, capable, with assistance from the State, of supplying the local demand for education."

(3) Your memorialists beg leave to point, thirdly, to the action of Government with regard to the Madras Christian College. This institution, which is the only fully-developed college amongst aided institutions, and in whose management almost all the missionary societies engaged in education have now a part, deserves the fullest consideration on the ground both of its efficiency and of its representative character. But while during the last few years it has greatly grown, and its expenditure has therefore largely increased, the aid given to it has, notwithstanding repeated and pressing applications, remained stationary. At present it receives as a grant-in-aid rather less than 20 per cent. of its cost, although while still in a partially developed condition, it was receiving like other aided institutions about 40 per cent. This refusal of increased aid might possibly be justified on the ground of want of funds; though, as we have shown above, funds were found during the same period for a greatly increased expenditure on direct Government education. But it might reasonably have been expected that the first opportunity would be seized, when funds were available, to give it some of the additional aid to which it was entitled. Such an opportunity presented itself when the reduction of grants to schools in Madras was recently made. But while the Director allows that a college requires more aid than a school, he assigns to the college department of this institution only Rs. 450 a

month, although it has a staff of six professors, two assistant professors, and other officers, involving an expenditure of six times that sum. At the same time he reduces the grant to the school department to Rs. 150 a month. The effect of the whole arrangement is to reduce the grant to the Madras Christian College by nearly Rs. 3,000 a year, even though that grant is already less than a fifth of the entire expenditure. Your memorialists respectfully submit that such treatment of an aided institution of this kind is calculated to awaken the gravest apprehension as to the tendency of the present educational administration, and to justify them in calling the attention of Your Grace in Council to the case.

(4) The fourth and last instance to which your memorialists would point is the action recently taken regarding the Government schools at Cuddalore and Salem. At each of these towns there is a grant-in-aid school, side by side with the Government school, and competing with it on equal terms. Each was plainly a case in which, according to the principles of the despatch, the aided school should have been fostered, and as soon as it was capable of supplying the educational wants of the place, the Government schools have been withdrawn. It is laid down in the despatch that this is the process to be followed specially in the case of higher schools. Instead of this we hear with deep regret and apprehension that the zillah schools have been erected into provincial schools with a collegiate department. There does not seem, in our humble opinion, to be any justification for this step in either case on the ground of necessity: there are collegiate schools at no great distance, to which those may resort who wish to prosecute their studies beyond the matriculation standard. On the other hand, various results will follow which are much to be deplored. In the first place the aided schools can no longer compete on equal terms with the Government schools, but are most likely to be beaten out of the field. Secondly, the change will in each case involve a very heavy additional expenditure, as a collegiate department, especially when it is small, involves heavy charges and yields but a small income. In present circumstances when the free operation of the grant-in-aid system is entirely hindered from want of funds, and grants are being reduced because of pressing necessities, we respectfully submit that an additional outlay on direct Government education of, in all likelihood, not less than Rs. 10,000 a year is greatly to be deprecated. Lastly, such action is calculated to have the worst effect on all independent agencies, as it seems to threaten the reversal of the declared policy of Government, and to manifest a purpose to foster purely Government education in opposition to, and at the direct expense of, aided institutions.

9. We therefore pray Your Grace in Council to take the foregoing into your gracious consideration, and specially to favour your memorialists with an answer on the following points:—

(1) Whether it may not be possible to give free operation to a grant-in-aid scheme framed in accordance with the policy declared in the Despatch of 1854:

(2) Whether the Revised Rules now submitted by the Director may not be published for the consideration of those interested in aided education, before Your Grace in Council passes final orders upon them:

(3) Whether some representatives of aided education might not be appointed to consult with the Director or with Government regarding matters directly affecting that important branch of educational agency: and

(4) Whether in the instances to which we have pointed as appearing to our humble judgment to be out of harmony with the policy prescribed by the Educational Despatch and by Your Grace in Council, the resolutions arrived at may not be reconsidered.

And your memorialists will ever pray, &c.

MADRAS, *March 1879.*

(B.)

ORDER OF MADRAS GOVERNMENT.

EDUCATIONAL DEPARTMENT.

Proceedings of the Madras Government.

Read the following Memorial from the Rev. A. H. Arden, Secretary, Church Missionary Society, and other gentlemen, dated March 1879.

[*See Enclosure I. A.*]

ORDER THEREON, 12th APRIL 1879, No. 119.

Resolved that this memorial be forwarded to the Director of Public Instruction for his remarks, which he will furnish at an early date.

2. Resolved also, that the Director's letter, dated the 15th January 1878, No. 215, submitting revised grant-in-aid rules, which is now before Government, be referred to the gentlemen who have signed the memorial, for their remarks.

(True Extract.)
JOHN PENNYCUICK, *Major, R.E.*,
Under-Secy., P. W. D.,
for Acting Chief Secretary.

(C.)
DIRECTOR'S REPLY TO MEMORIAL.

From COLONEL R. M. MACDONALD, Director of Public Instruction, to the Acting Chief Secretary to Government,—dated Madras, 1st May 1879, No. 1737 P.

I have the honour to submit the following remarks on the memorial referred to me in G.O. No. 119, of the 12th instant.

2. The memorialists quote various passages from the despatch of the Court of Directors, No. 49, of the 19th July 1854, in which it is laid down that the most effectual method of providing for the educational wants of India "will be to combine with the agency of Government the aid which may be derived from the exertions and liberality of the educated and wealthy Natives of India and of other benevolent persons," and in which instructions are given regarding the mode in which independent agency should be fostered. Stress is laid on the injunctions that Government institutions should be limited in number at first, and that many of those in existence should be gradually withdrawn; and special attention is drawn to the following words:—

"We look forward to the time when any general system of education entirely provided by Government may be discontinued, with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed or transferred to the management of local bodies under the control of, and aided by, the State."

3. There is no Presidency in which the action of Government under this despatch has been so favourable to mission enterprise as Madras. Many large and important towns have been deliberately left without any Government schools for general education. Among these may be mentioned Vizagapatam, Vizianagram, Cocanada, Masulipatam, Nellore, Vellore, Tanjore, Negapatam, Mannargudi, Trichinopoly, Palamcottah, Tinnevelly, Coimbatore, Ramnad, Conjeveram, and Chilambaram. Anything resembling a general system of education entirely provided by Government has never been attempted. The Report on Public Instruction for 1877-78 shows that out of 10,121 institutions under inspection, only 131 were under the direct management of the Educational Department. The few Government schools which have been opened have been generally established at stations where efficient schools of the kind required were not in existence. At some of these stations other schools have since sprung up; some of these have been established by missionaries, some by Hindus. In many cases grants have been given to these competing schools. In some cases the schools have from various causes worked without grants, especially since the increase in the rates of school-fees has rendered it possible for a well-educated and enterprising man to make a livelihood by keeping a school. In some cases the Government schools have been given up. In others the old Government schools are still going on.

4. The question as to whether an old Government institution should be closed to make way for a new mission institution is one which presents some difficulties. The Government institution has been in most cases established, because the inhabitants had expressed a wish for it and had shown their interest in the matter by subscribing towards the cost of the building or in other ways aiding in the establishment of the school. If the Government school is abolished, they must either send their children to the mission school, to which they may have objections on the score of religion, or they must establish and maintain a school of their own which they may not be able to do on an efficient footing or they must leave their children uneducated. The memorialists evidently consider that it was intended by the despatch that Hindu parents should be reduced to one of these three dilemmas, but a great many influential and intelligent Europeans and Natives deny that this is the meaning of the despatch. Paragraph 51 "speaks of the aid which may be derived from the exertions and liberality of the educated wealthy Natives of India;" paragraph 52 "of the advantage of fostering a spirit of reliance upon local exertions and con-

bination for local purposes, which is of itself of no mean importance to the well-being of a nation;" paragraph 62 of Government institutions being "transferred to the management of local bodies under the control of, and aided by, the State." These expressions do not seem to refer to mission schools and missionary societies. In paragraph 94 the Elphinstone Institution is described as "an instance of a college conducted in the main upon the principle of grant-in-aid which we desire to see more extensively carried out." The Elphinstone Institution was at this period a secular college under the control of the Board of Education, supported partly by endowments and partly by Government; and when the Board of Education was superseded by the Department of Public Instruction, this *quasi*-Government institution became a Government college. It is obvious that if the Elphinstone Institution is to be regarded as the type of the class of institutions which the Court of Directors had in view, that type is something essentially different from that contended for in the memorial. In this Presidency the nearest approach to the Elphinstone Institution is to be found in the Mangalore college and the Brennen high school, both of which, although partly supported by endowments, rank as Government institutions.

5. The Despatch of 1854, in paragraph 96, distinctly contemplated grants-in-aid being given to mission schools, especially in this Presidency, and it went so far as to allow of instruction in the Bible being given by the masters of Government schools, provided such instruction was entirely voluntary on both sides and given out of school-hours. These portions of the despatch gave rise to controversies, which were summed up by the Secretary of State for India in his Despatch, No. 4, of the 7th April 1859, in which, after observing that the time had arrived for instituting an examination into the operation of the orders contained in the Despatch of 1854, he continued "such an examination seems more especially required since the measures, and particularly the more recent measures of Government for the promotion of education, have been alleged to be among the causes which have brought about the recent outbreak in the army of Bengal, and the disquietude and apprehension which are believed to have prevailed in some portions of Her Majesty's Indian territories." * * * "It is obvious that measures, however good in themselves, must fail if unsuited to those for whose benefit they are intended; and it seems important, therefore, to learn whether any of the measures taken by Government in recent years to promote the education of the Natives of India have been such as to afford just ground of suspicion or alarm; whether, notwithstanding the absence of any just ground of alarm, there has, in fact, existed a misunderstanding of the intentions of Government with regard to their measures which excited apprehensions however unfounded; and whether any and what alterations of existing arrangements can be devised by which without drawing back from the great duty so deliberately affirmed in the Despatch of the 19th July 1854 of raising the moral, intellectual, and physical condition of Her Majesty's subjects in India by means of improved and extended facilities of education, the risk of misapprehension may be lessened and the minds of the people may be set at rest."

6. Two days after this despatch was signed a meeting was held at Madras, of which the following account is extracted from the *Indian Statesman* of the 16th April 1859:—

"A monster meeting (says the *Examiner*) of the native inhabitants of Madras—Hindu and Muhammadan—took place on the esplanade facing Patcheapah's Hall on last Saturday evening. It was convened by the Sheriff, and was attended, it is supposed, by about six or seven thousand persons, among whom were large representations of the Hindu and Muhammadan gentry. The proceedings were carried on in the vernacular, and the object of the meeting was 'for the purpose of proposing and adopting a memorial to the Right Honourable the Secretary of State for India on the subject of interference by the Government with the religion of the country.' This memorial was unanimously adopted by the meeting, between five and six thousand signatures being obtained on the spot. The document is lengthy, but its 'sum and substance' is thus recorded in its last paragraph, *viz.*—

"Your memorialists earnestly request that the system of grants-in-aid may be abolished, and the sums at present disbursed through that channel devoted to the establishment of Government provincial schools, by means of which a far better education can be afforded to the people than has been, or can be, in the institutions of the missionary societies in which the larger portion of the grants is swallowed up to the intense dissatisfaction of the people; this appropriation having already evinced its natural consequences, as foreseen by the Honourable Mr. P. Grant in his Minute, dated the 12th October 1854, in the unhappy events in the North-West Provinces—that Government Officers may be restrained from taking official part in missionary proceedings on public anniversaries and meetings, and that the neutrality promised by Your Lordship and solemnly confirmed by Her Majesty the Queen may be undeviatingly observed and adhered to, by which course of just and impartial policy the people of India will most assuredly be won over to prize the English Government beyond that of any of its predecessors, and in due time will be auspiciously and certainly realised the wise and memorable observation of Her Majesty at the close of Her Gracious Proclamation.

"In the prosperity of the people will be our strength, in their contentment our security, and in their gratitude our best reward.

"The chairman on the occasion was Sree Krisna Totha Chariar, High Priest of the Hindus and a warden of the Conjeveram Pagoda."

7. No papers connected with this memorial can be traced in this office, but the *Indian Statesman* of the 13th August gives the following summary of the contents of the memorial:—

"The memorialists commence by alleging that, although from the time when the disturbances in the north-west side of India became the subject of public comment both in England and this country, they had been desirous

of addressing the Home Government with a view of counteracting the renewed agitation of the missionary party to coerce the State into an open patronage of proselytising operations, yet their unwillingness to embarrass the action of the authorities, whilst struggling with a sudden and gigantic difficulty, had hitherto caused them to refrain from doing so; but that now, when the Government of India has been transferred from the Company to the Crown, and the repression of the disturbances has afforded leisure for Her Majesty's Ministers to consider the subject of missionary operations in all its bearings, they take the opportunity of presenting a respectful and loyal memorial upon the question. They then go on to observe that Government demonstrations to incite the evangelical and missionary party to renewed attacks upon the religions of the country must inevitably arouse very wide-spread and popular apprehensions, and that it is impossible to regard but as demonstrations of this nature certain meetings which had been presided over, or patronised by the highest officials in the Madras Administration. The powerful influence exercised by what is called the evangelical party over the Parliament of England is notorious to every one, and hence the operations of missionaries who are sent out by that party are regarded with the deepest anxiety by the native community as affording direct indications of the policy which will be pursued by so powerful a body in England. Thus apprehensions of the most painful kind had been excited by a proposition made at a recent large assemblage of missionaries at the Nelgherries, and published in their report, to the effect that all caste distinctions should cease in jails, and that prisoners of every religion should be compelled to attend at religious services performed by missionaries, the ground of this proposition being that prisoners were *slaves*, not free men. Still more serious fears had originated in the conduct of certain missionaries of various sects who had combined together to agitate for the confiscation of all native religious endowments, proceeding so far as even to petition the Bombay Government on two occasions to this effect. And though these missionaries have received a well-merited rebuke from that Government, yet the character of their agitation is such as affords little hope of its intermission; while it is strongly countenanced by the speeches, addresses, and circulars, however speciously worded they may be, of the evangelical party in England. It is true that Her Majesty's recent proclamation is no less than an emphatic condemnation of such proceedings, but the most ingenious arguments are put forward by the proselytising party to show that the declarations in that document are not incompatible with the policy they advocate, and experience sufficiently proves that Governments, when subjected to strong outward pressure, or when under the control of fanatical or unprincipled men, will not hesitate to stultify their own avowed and most explicit manifestoes. Some of the most popularly known and celebrated of the officials in the Indian Government have recently published opinions which urge the adoption of principles into this administration of this country that are in direct contradiction of Her Majesty's Proclamation, and these opinions have been received with the highest approbation by the evangelical party in England. Sir John Lawrence has advocated that the Bible should be taught in classes in the schools established by the Government. Colonel Edwards, without meeting with the slightest rebuke from his Government, has urged on it the confiscation of all native religious endowments in addition to various other measures of persecution. Lord Harris, a nobleman notorious for proselytising tendencies, appointed, in defiance of the orders of the Home Government, three clergymen to important posts in the Educational Department, one of whom officially reported on the quality of the Christian instruction which was afforded in certain schools that received pecuniary aid from Government, such report being another instance of disobedience to the orders issued from Home. Mr. (now Sir Robert) Montgomery offered the patronage of appointments in Government offices in the Punjab to the missionaries of the district, requesting them to recommend Christian converts for employments, stating publicly 'he took shame to himself' that he had not done so before. When such are the principles openly avowed and practised by persons of high office and influence in the Indian administration, the system of 'grants-in-aid' becomes more objectionable than ever to the community, who have always held it incompatible with that absence of interference with the religions of the country which has been solemnly guaranteed by the late East India Company, as well as by Her Majesty in the late Proclamation. It is a system that may be made a powerful instrument of proselytism in the hands of an unscrupulous Government, nor is the distruct of the Natives lessened in it by the fact that grants of this nature which have been made to missionary schools in this Presidency exceed the amount conferred on all other institutions in the proportion of nine to one, and thus enable the missionaries to boast with some semblance of truth that they exercise their vocation with the direct patronage and support of the State. This impression, in so far as it exists, has been much strengthened by the recent slaughter at Tinnevelly, which, originating in the pertinacious and determined claims of a missionary, does not appear to have been satisfactorily investigated or dealt with by Government. On the contrary, the only certain facts which have yet reached the public are the conduct of the Rev. Mr. Sargent, the irregular judgment of Mr. Story, and the indiscriminate massacre of a multitude of men, women, and children, and thus the affair serves to connect the missionaries with the armed intervention of the military cantonment as do official patronage and presence at their meetings connect them with the force of Civil Government. The memorialists therefore, taking the above and various other circumstances into consideration, earnestly beg that the system of grants-in-aid may be abolished, and the sums at present disbursed to them devoted to the establishment of Government provincial schools; that Government officers may be restrained from taking official part in Missionary proceedings, and that the neutrality solemnly promised by the late Royal Proclamation be undeviatingly observed. At the same time the memorialists state distinctly that they are *not* inimical to Missionary enterprise and do not object to the attempts of the mission agents 'acting of and by themselves and dependent only upon their own resources.'"

Some quotations are made from the Minutes of the Governor, Sir Charles Trevelyan, and the Senior Member of Council, Mr. Walter Elliott, and also from the remarks of the Director of Public Instruction, Mr. A. J. Arbuthnot; and the text of Sir Charles Trevelyan's Minute is given *in extenso* in another part of the same issue. The following is a copy of it:—

"*Minute by the Governor, dated June 28.*—It is right that the native petition to Lord Stanley signed by large numbers of the Hindu and Muhammadan subjects of Her Majesty and entitled the Memorial of the Madras Native Association and others, Hindu and Muhammadan inhabitants of the Presidency of Madras, should be forwarded to the Secretary of State with some observations on my part. Although this petition was preceded by a public meeting at which speeches were made and resolutions were moved in the English form, and although it may contain some facts and arguments which are not familiarly known to all the subscribers, the document ought in its main scope and tendency to be accepted as a genuine expression of the native mind. The subject of the petition is the same as that which has been the pretext and, to a certain extent, the cause of the great convulsion in Upper India; but while Her Majesty's soldiers and subjects in Northern India have risen in mutiny and rebellion to obtain the redress of their alleged grievances, the faithful people of the South have had recourse to the legal and constitutional mode of petition to make their wishes and apprehensions known. They have even with effectionate loyalty waited until the rebellion was suppressed, lest the petition, coming amidst the din of arms,

might seem to convey something of a menace. The petitioners have entire confidence in the sincerity of the gracious assurance contained in Her Majesty's recent Proclamation, that the neutrality of the Government in matters of religion, which was firmly maintained under the administration of the East India Company, will not be departed from under that of Her Majesty. They also, as they say themselves, do not object to the exertions of the missionaries acting of and by themselves and dependent only on their own resources, as thus moving harmlessly within their own sphere they would give but small cause of apprehension. But they have observed enough of the working of our institutions to know that the Government of our free country is merely the organ of the will of the body of the people, and they are apprehensive that a popular cry in England might obstruct the fulfilment of Her Majesty's declaration that she assumes no right, and entertains no desire, to impose her religious convictions on any of her subjects, that it is Her Royal will and pleasure that none shall be favoured or disquieted by reason of their religious belief or worship of any of her subjects. The people of England have made such progress in the last two years in acquiring correct information and forming sound opinions about India, that I am persuaded they will not permit the religious liberty of their Indian fellow-subjects to be tampered with by State interference. There could not be a more grievous error in any point of view. The people of this country are devoutly disposed, and they are fond of religious discussion; but they have not read the history of their country in vain, and they dread, above all things, the tremendous machine of Government being brought into the field against them. This memorial, it will be observed, chiefly turns, not upon acts of the Government, but upon pressure brought to bear against the Government in England and upon individual officers of Government in this country taking part in the proceedings of religious societies. The petitioners ought to be informed that the policy of non-intervention has been finally settled; and when they are convinced of this the Natives will regard the action of private bodies or individuals without alarm, and will become accustomed to free discussion and the exercise of private judment as befits the subjects of the British Empire. Officers of the Government, whether Christian, Muhammadan, or Hindu, have a right, in their private capacity, to recommend their respective religions by all proper means, and they will be able to do so, without disturbing the public tranquillity, in proportion as it is generally believed that, under no circumstances, coercion or favouritism in matters of religion are possible while the British Crown holds dominion in India. The accompanying minute and memoranda which were left on record by Lord Harris, and the paper by Mr. Arbuthnot, our Director of Public Instruction, entitled 'Remarks on the Memorial of the Madras Native Association,' dated the 9th April 1859, contain explanations relating to past transactions of this Government adverted to in the memorial. These papers also call attention to certain inaccuracies in the statements in the petition, especially in reference to the Harris School. There are only two other points to which I need advert. The first of these relates to the native prisoners in our jails. The peculiar position of these unhappy persons greatly strengthens the ordinary motives to refrain from the exercise of official influence. Lord Canning's excellent despatch dated 16th May 1859, prescribing that Christian Missionaries are not to visit prisoners, except by their express desire, previously ascertained by the Magistrate, contains all that is to be said upon this subject, and these instructions will be carefully acted upon by this Government. The other point relates to grants-in-aid. The idea that religious instruction should form part of education is irradicable. On the one hand, we ought not, by a system from which religion is excluded, to bring up an atheistical people. On the other, it is impossible for the Government itself to teach religion. The solution has been found in grants-in-aid which while they leave everybody free to teach what religion he pleases, give assistance to sound secular instruction. If this compromise was necessary in England, where the differences of religious belief are so slight, how much more so in this country? Besides this, the Government cannot bear the whole burden of the education of the people, and if this were attempted, the result would be a general relaxation of private effort. The grant-in-aid system draws out private resources and stimulates private effort. It is capable of indefinite extension, greatly to the advantage of the public interests, and it would be a real misfortune to India if any obstruction were offered to it."

8. The following reply appears from the *Indian Statesman* to have been received from the Secretary of State for India in a Despatch, No. 48, dated the 30th September 1859:—

"Your letter dated 12th July, No. 56, 1859, transmitting a memorial from the Madras Native Association and others, Hindu and Muhammadan inhabitants of the Presidency of Madras, has been laid before me in Council.

"2. The objects sought by the memorialists, besides the general one of an undeviating neutrality on the part of Government and its officers in matters of religion, are, first, the abolition of educational grants-in-aid, and, second, the prohibition of Government officers from taking official part in missionary proceedings on public anniversaries and meetings.

"3. Her Majesty has announced in Her Gracious Proclamation to the Princes and people of India that 'she assumes no right and entertains no desire to impose Her religious convictions on any of Her subjects, that it is Her Royal will and pleasure that none shall be favoured or disquieted by reason of their religious faith, and that all in authority under Her shall abstain from all interference with the religious belief or worship of any of Her subjects.' To the principles thus declared by the Proclamation the Government of British India will adhere.

"4. As to the first of the two objects specially urged in the concluding paragraph of the memorial, the allegations of the memorialists have failed to convince Her Majesty's Government of the justice or inexpediency of making grants-in-aid under the existing rules for the promotion of education in India, such grants being available for schools established or maintained by persons of all religious persuasions indifferently, provided that the secular education given be equal to the prescribed standard.

"5. In regard to the second point Her Majesty's Government consider that the announcement contained in the Royal Proclamation and the communications which have already been made to the Governments in India respecting the interference of Government officers officially with the religion of the people, render unnecessary any further instructions on the subject.

"6. You are requested to inform the memorialists accordingly."

9. With regard to the despatch of the 7th April 1859, Mr. Arbuthnot reported that no objection existed to mission schools except in a few localities in which suspicions as to the views and policy of the Government on matters of religion had been suggested by Europeans. The records of this office contain no information with regard to the nature of the reports made in the other Presidencies. The Government of India must have replied to the despatch and the

subject must have been disposed of in some other despatch, but this correspondence does not appear to have been communicated to this office. The Return 397, headed "East India (Education)," laid before Parliament and ordered to be printed on the 29th July 1870, contains however some papers bearing on the general question in connection with particular cases which have arisen in this Presidency, and to these I will now advert.

10. The first of these cases relates to the refusal of Government to establish a zillah school at Trichinopoly. As the Blue Book begins with 1866, the earlier papers relating to this question are omitted, and it will be necessary for me to go back to a letter to Government from Mr. Powell, Director of Public Instruction, No. 3315, of the 12th November 1863, of which the following is a copy :—

"In Order of Government, No. 138, of the 13th May 1862, a grant of Rs. 5,000 was sanctioned for the erection of a normal school-house at Trichinopoly; owing however to difficulties which arose in connexion with the selection of a site, as was explained in a communication from Mr. Fowler, submitted with my letter, No. 403, of the 28th February last, no step had been taken up to that date.

"2. On visiting Trichinopoly in March of this year I found a great desire for a zillah school existed on the part of many of the principal Hindu inhabitants. Mr. Walhouse also, the Acting Collector, recommended that a school of the above grade should be established and was of opinion it would have every chance of success.

"3. In these circumstances I offered to convert the normal school with its attached practising school into a zillah school with a normal class, provided the inhabitants of Trichinopoly would come forward with a fitting subscription towards the erection of school-room.

"4. I have now to report that the sum of Rs. 2,000 has been paid into the treasury from local subscriptions; and though this is not a large amount for such a place as Trichinopoly, yet it appears to be pretty fair, considering that subscriptions have also been collected for a civil dispensary. I therefore request that Government will be pleased to permit the amalgamation of the grant already sanctioned for a normal school-house with the amount raised from local contributions, and the appropriation of the whole sum, Rs. 7,000, to the erection of a zillah school-house.

Report to accompany the estimate in constructing a school-house at Trichinopoly.
Abstract estimate for constructing a school-house at Trichinopoly.
Detailed estimate for constructing a school-house at Trichinopoly.
Plan of the school-house.

"5. I herewith submit the papers marginally noted, comparing among others a plan and estimate drawn up by Captain Palmer, the Executive Engineer, for a school-house to accommodate some 200 ordinary scholars and a normal class of 30 students. I request that the plan and estimate, if approved, may be sent on to the Public Works Department, and that orders may be given for the work to be put in hand with as little delay as possible.

"6. I may remark that a satisfactory site has been secured on land belonging to Government. I must also mention that the Educational Department is under much obligation to Mr. Walhouse for the ready assistance he has offered in the matter generally.

"7. Provision has been made in the current year's budget to the extent of Rs. 5,000 for a normal school-house at Trichinopoly."

11. The following order was passed on this letter in G.O. No. 299, of the 27th November 1863 :—

"Before sanctioning the arrangement recommended in the foregoing letter, the Governor in Council would wish to be informed what schools are now in operation at Trichinopoly in addition to the Government normal school, and what is their present condition.

"2. For some years past an Anglo-vernacular school, under the management of the Wesleyan Mission, has been in existence at that station, and very recently, it is understood, a school has been established by the Society for the Propagation of the Gospel in Foreign Parts which it is proposed to raise to the standard of a Government zillah school.

"3. In these circumstances it seems questionable whether it is advisable to establish a Government school of that grade, the result of which will be to draw away the pupils from the mission schools and to entail on the Government a charge which is now defrayed from another source. It is the declared policy of the Government to avail itself of every possible opportunity of extending the grant-in-aid system and to abstain from the establishment of Government schools where the work can be done by private agency with the aid of a Government grant. Moreover, it is to be apprehended that to convert the present vernacular normal school into a zillah school will interfere with the main object of the former institution, *viz.*, the training of teachers for elementary schools.

"4. The Governor in Council requests that the Director of Public Instruction will reconsider his proposal with reference to the circumstances above adverted to, and report further on the subject after communicating with the committees of the Wesleyan Mission and the Society for the Propagation of the Gospel.

"5. If there be no reasonable prospect of the educational wants of Trichinopoly being supplied by the existing agencies within a reasonable time, the Governor in Council will be prepared to sanction the establishment of a zillah school."

12. The Director of Public Instruction in his letter, No. 479, of the 11th March 1864, reported as follows :—

"In my letter to Government of the 12th November last, No. 2315, permission was requested for the amalgamation of the sum of Rs. 5,000, granted for the erection of a normal school-house at Trichinopoly, with certain local subscriptions, amounting to Rs. 2,000, in order that the entire amount might be appropriated towards the erection of a building capable of accommodating a school of the zillah grade which, on the requisition of some of the principal inhabitants, supported by the Acting Collector of Trichinopoly, I considered might be substituted for the present normal school, provision being made for the maintenance of a normal class.

"2. In their Order, dated 27th idem, No. 299, the Government, being desirous of ascertaining, before sanctioning the establishment of a zillah school, whether the educational wants of Trichinopoly could not be met by private agency supplemented by Government assistance in the shape of a grant-in-aid, directed the submission of a report upon the private schools in operation at Trichinopoly, especial reference being made to the Wesleyan Mission Anglo-vernacular school and to a school which the Government were led to understand had been established by the Gospel Society, and which that body proposed to raise to the standard of a zillah school.

"3. On receiving the Order of Government in question, I placed myself in communication with the Secretary to the Gospel Society and the Wesleyan Missionary in charge of the school at Trichinopoly. I also forwarded a copy of the order to the Officiating Inspector of Schools, 5th Division, and directed him to furnish me with a report on the subject after consulting the Acting Collector of Trichinopoly and the principal inhabitants of the town.

"4. In my letters to Mr. Symonds and the missionary in charge of the Wesleyan school at Trichinopoly, I enquired first whether their respective committees would be prepared to raise their schools at Trichinopoly, so that they should be capable of educating up to the matriculation standard; and, if so, I asked the above gentlemen to state approximately the sums which the societies would be prepared to lay out on the staff of masters.

"5. In a letter dated the 28th January last the Rev. Mr. Symonds informed me that the Gospel Society would be prepared to enlarge their school and put it on the footing of a zillah school, provided the Government would make a grant-in-aid of Rs. 200 per mensem. He added that, if the proposition of the society was agreed to, they would be prepared to build suitable premises in the Fort, towards the cost of which it was presumed a grant would be given.

"6. The Rev. Mr. Jones, on behalf of the Wesleyan Mission, now states that his society would be prepared to raise their Anglo-vernacular school to the required standard, and he points out that pupils from the school have already gone up to the matriculation examination and that one has passed. In regard to expenditure, he observes that the mission gave a grant to the school annually of from Rs. 1,000, to Rs. 1,200, besides allowing it the service of a missionary, and permit the outlay on the institution of all moneys collected in fees and subscriptions amounting in the aggregate to Rs. 1,800, or more, per annum. Mr. Jones adds that the society hope to be able to commence erecting a school-house early next year, and he expresses a hope that Government will make a grant-in-aid of the building.

C. Bauloo Mudaliyar, Native Surgeon.
D. Seshaiya, head master of the normal school.
Kristna Aiyangar, District Munsif.
Venkat Rau, Court Sheristadar.

"7. Mr. Bowers sent up, with his reply, a letter from the Acting Collector of Trichinopoly, and in his own letter he embodied the opinions of the native gentlemen named in the margin. Both Mr. Bowers and Mr. Walhouse consider the opinions expressed fairly representative of the feelings and wishes of the respectable portion of the native community of Trichinopoly.

"8. It is unnecessary for me to notice separately the remarks made by Mr. Walhouse, as they coincide entirely with those made by Mr. Bowers in his report.

"9. Mr. Bowers, after enumerating the replies received by him from the persons whom he consulted, says that they are, one and all, confirmatory of the impression he himself received during his visit to Trichinopoly; that the place is one of sufficient importance, both in respect to wealth and population, to furnish an ample supply of scholars for a school of the zillah grade, and that no existing institution can reasonably be expected to meet the want now felt.

"10. Regarding the condition of the two mission schools, Mr. Bowers observes that the Wesleyan Anglo-vernacular school is a very fair school, efficiently managed, and comes near to the grade of a zillah school. The Gospel Society's central school, he says, is much inferior and not at present equal to the best of the Government taluq schools. If it ever rises to the grade of a zillah school, it must be, he remarks, after some considerable period and much persevering labour and expense on the part of the management. But even supposing that the two schools were equal to the task of supplying the higher kind of instruction, Mr. Bowers thinks that their existence ought not to be any bar to the establishment of a Government zillah school; for they are situated at some distance from Trichinopoly, being in one case three, and in the other between three and four, miles, from the site chosen for the new school-house: the pupils who attend them are drawn from their respective vicinities—a very small minority, and this consisting of the children of poor parents coming from the fort.

"11. Having thus pointed out that, in his opinion, the two mission schools are from position incapable of meeting the educational wants of Trichinopoly, and that one of the schools is additionally so from the low standard of instruction obtaining in it, Mr. Bowers proceeds to advocate the claims which the Fort of Trichinopoly possesses for the establishment, for its special benefit, of a school of the kind recommended.

"12. The population of the town of Trichinopoly is 60,000 at the lowest estimate, and while the suburbs have at least one school professing to educate up to the matriculation standard, the town possesses no such advantage. The result is that the more respectable families are either obliged to rest satisfied with the elementary instruction of the practising school attached to the normal school, or to employ private tutors, or to send their children to the Government school at Madura and Combaconum.

"13. In addition to the inconvenience of sending their children daily to a distance of three or four miles, the families in the town and fort object to the religious instruction imparted in the mission schools, and Mr. Bowers consider, this alone sufficient to prevent the two schools now in existence being availed of to any considerable extent by a large section of the native community. None of the higher classes send their children to the mission schools, and he believes it unlikely therefore that the establishment of a Government zillah school in the town would interfere with the attendance in them.

"14. I have now to remark that one objection raised by the acting inspector to the plan of assisting the Gospel Society's school to develop itself into a zillah school, *viz.*, its locality, is met by the willingness of the society to remove their institution to the fort, a step which has, I understand, been taken since the inspector visited Trichinopoly; the other, the very low standard of the central school, is not to be met so easily.

"15. Upon the whole, looking at the fact that the district of Trichinopoly is without any Government school of a tolerably high order and that it contains but one taluk school, I am of opinion that a Government zillah

school should be established. The Gospel Society, though willing to overcome the obstacle of locality, demands a special grant, and it is to be recollected that their present school is apparently very far from the standard of a zillah school; so that much less would be required to raise the practising school of the normal school to the required standard. The Wesleyan school by its locality does not and cannot meet the want felt by the fort people, and, as it appears to be required where it is, it seems unadvisable to endeavour to induce its managers to transfer it to another locality. Its standard also, I am inclined to believe, is not higher than that of the Government practising school, if in fact it is as high.

"16. Should, then, my original proposal be approved by Government, and sanction be given for the eventual elevation of the practising school to the zillah school standard, there will be nothing to prevent due encouragement being held out to both the mission schools, and with the very large population of Trichinopoly, there seems ample room for three schools, the rivalry among which would doubtless have a most wholesome effect in raising and maintaining the standard in all."

13. Before orders had been passed on this letter a despatch was received from Sir Charles Wood, Secretary of State for India, No. 7, of the 23rd July 1864, in paragraph 9 of which he referred to this question :—

Proposed establishment of a zillah school at Trichinopoly.

"Your Government has called for a further report as to the schools now in existence at Trichinopoly. I am not convinced that a normal class in connection with a zillah school might not to a great extent answer the purpose of the normal school. If this should be so, I do not think that the grounds stated in your Proceedings are sufficient to prevent your meeting the wishes of the inhabitants for the formation of a zillah school in the manner proposed by the Director of Public Instruction, provided a sufficient sum be raised by subscription for the building."

14. This despatch was communicated to the Director of Public Instruction with G.O., No. 324, of the 26th October 1864, paragraph 5 of which relates to Trichinopoly :—

"Adverting to the observations of the Secretary of State regarding the proposal to establish a zillah school at Trichinopoly, a copy of Mr. Powell's letter of the 11th March last will be transmitted to the Home Government, with the remark that, as the managers of the two schools therein referred to are prepared to raise their schools to the standard of a Government zillah school, while the committee of the Society for the Propagation of the Gospel are willing to remove their school into the fort, erecting a suitable building for it, the Governor in Council would be averse to sanction any arrangement which would have the effect of hindering the progress of the schools in question, for he is satisfied that, if the grant-in-aid system is to be extended in the manner contemplated by the Home Government, it is essential that the local Government should abstain from establishing Government schools in localities where independent bodies are prepared to undertake the work. The vernacular normal school at Trichinopoly is designed for a special object, *viz.*, the training of teachers for vernacular schools; and so long as it shall be restricted to that object it is not likely to interfere with private schools in which instruction is imparted chiefly through the medium of the English language."

15. The Secretary of State in his despatch, No. 1, of the 9th March 1865, again adverted to the question of the establishment of a zillah school at Trichinopoly :—

Question of the establishment of a Government school at Trichinopoly.

"The only other question on which I find it necessary to make any observations, is that which relates to the establishment of a Government school at Trichinopoly.

"I formerly expressed the opinion that the grounds on which you refused to sanction the establishment of such a school were insufficient, provided 'an adequate sum be raised by subscriptions for the building,' and I still think that your Government should take some steps for meeting the wishes of those inhabitants who object to send their children to either of the existing schools if they should give the requisite proof of the sincerity of their objections and if the feeling should be found to pervade any large proportion of the community.

"When a similar question arose with regard to the establishment of a Government school at Tinnevelly in 1858, your Government, while you regarded the establishment of a zillah school at a place where there was already an efficient school in operation as being opposed to the views of the Home authorities, communicated to the Director of Public Instruction the opinion that 'aid should be extended to all well-devised schemes for the education of the juvenile population of the district on the same terms on which it is given to the existing mission school.' This intimation, which received the concurrence of Her Majesty's Government, seems to have been followed by the institution of a grant-in-aid school by some of the native inhabitants of Tinnevelly, of which a favourable account is given in the report of the Director of Public Instruction for 1862-63.

"I am of opinion that the course taken in the case of Tinnevelly may very properly be followed in the present instance. I should wish, therefore, that the Director of Public Instruction should be instructed to announce to those gentlemen who applied for the establishment of a Government school at Trichinopoly that, should they be prepared to take steps for the foundation of a school, to be managed, like that of Tinnevelly, by some of their own community, for affording education of a superior character to the youth of the place, they may rely on receiving from Government a liberal grant-in-aid of their undertaking. I have to request that you will report the result."

16. The Director was ordered in G.O., No. 94, of the 19th April 1865, to carry out these instructions. The result is shown in his letter, No. 2308, of the 2nd November 1865 :—

"Referring to Order of Government, No. 94, of the 19th April last, I have the honour to submit a letter,* dated the 27th ultimo, from the principal subscribers to the proposed zillah school-house at Trinchinopoly.

* Requested to be returned.

"2. It will be seen that the native community of Trichinopoly decline establishing a school for themselves as suggested by the Right Honorable the Secretary of State for India in his despatch, No. 1, of the 9th March 1865, and desire to have their subscriptions refunded to them. I request that Government will be pleased to issue an

order in regard to returning the subscriptions, and I beg to remark that the only objection I see to the refund is that the question of establishing a zillah school does not appear to me to be disposed of, since Sir Charles Wood, in paragraph 6 of his despatch, desires to have a further report upon the willingness of the native community to adopt the plan suggested by him. If it be finally decided that a zillah school is not to be established at Trichinopoly, the subscriptions will then of course have to be returned, as they were raised solely on the understanding that a zillah school would be set on foot.

"3. I have to observe in conclusion, that the delay which has taken place in carrying out the Order of Government, No. 94, attaches entirely to the subscribers, who have been extremely slow in coming to a decision. These gentlemen were addressed by me first on the 22nd April last, again on the 28th July, and lastly on the 6th *ultimo*."

"From C. BAULOO MOODELY and others, Trichinopoly, to the Director of Public Instruction,

Dated 27th October 1865.

"On the receipt of your letter No. 917, dated the 22nd of April last, we employed ourselves in communicating to others interested the views of the Secretary of State for India and ascertaining their wishes in the matter.

"2. After due deliberation, we find it decidedly impracticable, from various inconveniences, to undertake the establishment of a school in the manner pointed out in paragraph 6 of the Right Hon. Sir Charles Wood's Despatch favored with your communication under reply.

"3. All that we have asked and still ask for is, as already expressed, a zillah school on the same footing as that at Chittur, and all that we are able to afford in furtherance of this project is the sum of Rs. 2,000 already paid into the Treasury; beyond this sum we beg to assure you no more aid can be had from us. Should the higher authorities decline to grant our prayer, we request you will be pleased to issue the necessary orders to refund to us the above-said sum."

17. The following order was passed in G.O., No. 85, of the 26th March 1866:—

"For the reasons assigned in their Proceedings of the 26th October 1864, No. 324, paragraph 5, the Government are not prepared to sanction the establishment of a zillah school at Trichinopoly. The subscriptions therefore raised by the native community in 1863 towards the erection of a building for that purpose must be refunded."

18. The following is a copy of the Educational letter from Fort St. George, dated 26th March, No. 1 of 1866:—

"In furnishing a copy of your despatch of the 9th March 1865, No. 1, to the Director of Public Instruction, we requested him to carry out the instructions contained in paragraph 6, *viz.*, to announce to those gentlemen who had applied for the establishment of a Government school at Trichinopoly that, should they be prepared to take steps for the foundation of a school, to be managed like that of Tinnevelly by some of their own community, for the purpose of affording education of a superior character to the youth of the place, they might rely on receiving from Government a liberal grant-in-aid of their undertaking.

"2. We have now the honour to forward a copy of a letter on the subject from the Director, together with its enclosure, from which it will be seen that the native community at Trichinopoly declined to establish a school for themselves.

Proceedings, 26th March 1866, Nos. 49 and 50.

"3. In reply to Mr. Powell's further reference on the question of establishing a Government zillah school at that station, we informed him that, for the reasons assigned in our Proceedings of the 26th October 1864, paragraph 5, we were not prepared to sanction the measure. We have, therefore, given directions for the refund of the subscriptions raised in 1863 by the native community towards the erection of a building for that purpose."

19. The following is a copy of the reply of the Secretary of State of the 16th July 1866:—

"I have considered in Council the letter dated 26th March (No. 1) 1866, reporting the result of the announcement regarding the establishment of a school on the grant-in-aid principle made to those native gentlemen at Trichinopoly, who had applied for the establishment of a Government zillah school at that place, and under the circumstances I approve the decision passed by your Government on the subject."

20. These papers appear in the Blue Book with the following dissents:—

DISSENT BY SIR GEORGE CLERK.

"I regret that I am unable to concur in the decision of the majority of the Council in this case.

"In a dissent recorded on a former occasion (18th July 1864), I stated the reasons that led me to regard as erroneous, and in contravention of the instructions contained in the Educational Despatch of 1854, those views which now seem to suggest the approval of the resolution of the Madras Government.

"I also dissent from the present decision—

"Because the Madras Government, in forwarding copy of the letter received from the Director of Public Instruction, has not candidly stated the case when merely remarking that 'it will be seen that the native community at Trichinopoly decline to establish a school for themselves,' and that accordingly their subscriptions have been returned.

"Because what is really said by the subscribers is: 'We find it decidedly impracticable, from various inconveniences, to undertake the establishment of a school in the manner pointed out in the 6th paragraph of the Right Hon. Sir Charles Wood's Despatch,' adding that, 'all we have asked and still ask for is, as already expressed, a zillah school on the same footing as that at Chittur.'

"Because the Madras Government thus neglected to notice the demur of the Director of Public Instruction, who, in submitting this report, observes: 'The only objection I see to the refund' (of Rs. 2,000 subscribed for

the purpose by the inhabitants in 1863) 'is that the question of establishing a zillah school does not appear to me to be disposed of, since Sir Charles Wood, in paragraph 6 of his despatch, desires to have a further report on the willingness of the native community to adopt the plan suggested by him.'

"Because, in dealing with a people so discerning as our native subjects in India, disingenuous measures will always fail to carry with us the influential classes.

"Because history shows that, even under foreign rule, India could exhibit a full treasury and an industrious, contented people, and we cannot succeed in attaining these important ends of Government while opposing, for proselytising objects, the reasonable requests of our native subjects in matters of vital moment to them."

DISSENT BY SIR E. PERRY.

"I also dissent from the decision in this case, as the effect of it is to compel the inhabitants of this large town either to send their sons to a mission school, which they dislike, and which is not equal to a Government zillah school, or to have no school at all.

"For it is not sound to argue they may, if they choose, establish a school of their own, and then get a grant-in-aid. This is easy enough for missionaries, or for educated Natives, who are acquainted with the operations of grant-in-aid schools. But it is not easy for a town like this, wholly inexperienced in the matter, to establish such a school, and we find by their refusal that there are practical obstructions in the way."

21. It will be seen from this case that, although the Secretary of State ultimately approved the action of the Local Government in refusing to establish a zillah school at Trichinopoly, he was originally prepared to approve the establishment of a zillah school. It will also be seen that two eminent members of the Council of India, one of whom had been Governor of Bombay and the other had been Chief Justice and President of the Board of Education of Bombay, considered that this final decision was wrong. The construction of the Despatch of 1854 does not therefore seem to be quite so plain as the memorialists state, and it is obviously a much stronger measure to abolish an old Government school in favour of a mission school, than it is to refrain from establishing a new Government school at a station already provided with two mission schools.

22. The other case is that of Tinnevelly, which is incidentally referred to in the papers above noticed. In reviewing the Report on Public Instruction for 1867-68, Government made the following remarks in their Order, No. 174, of the 17th May 1869 :—

"The Government take this opportunity to remark that during the recent tour of the Governor in the district of Tinnevelly, a petition was presented to His Excellency praying for the establishment of a Government zillah school at Tinnevelly, the educational requirements of this place being at present chiefly supplied by a large Anglo-vernacular school under the management of the Church Missionary Society, and by a school of the same character recently established by the native community and supported by subscriptions, fees, and a grant-in-aid. These schools are not, in the opinion of the petitioners, commensurate with the wants of the place. They desire to have the benefits of a Government school of the higher class. The Government consider that there is not sufficient ground for acceding to the prayer of the petition. Tinnevelly is prosperous, and its people are honorably distinguished by liberality and an independent spirit. The Native Anglo-vernacular school is susceptible of improvement by the same means which have supported it up to the present time. On the other hand, it is understood that the Church Missionary Society have it in contemplation to procure a head master from England, a graduate of one of the Universities, who will be able to raise the standard of instruction in their school to the level of that of a Government provincial college. The Government, therefere, resolve to defer the consideration of the petition of the inhabitants of Tinnevelly until the success of the measure contemplated by the Church Missionary Society has been tested by experience."

The Duke of Argyll, Secretary of State for India, in his despatch of the 17th February 1870, expressed his general concurrence in the order passed on the report, but did not enter into any details :—

"The despatch of Your Excellency in Council, dated 1st June (No. 7) of 1869, transmitting copy of the Report on Public Instruction for the official year 1867-68, together with the proceedings of Your Lordship's Government in connection with the subject, has been considered by me in Council.

"2. The Resolution of Government, which embodies the view so clearly, and ably stated in the Minute of Your Lordship and the Hon. Mr. Arbuthnot, touches all the points in the report which demand notice. I have only to state my general concurrence in the opinions expressed in the Resolution, and my impression that the prospects of education in the Madras Presidency are on the whole satisfactory."

23. Sir George Clerk recorded the following dissent :—

DISSENT BY SIR GEORGE CLERK.

"I dissent from the decision passed by the Council on Friday last, because I consider it unfair to the people, and an underhand measure.

"It adopts the principle of leaving education to zealous missionaries supported by Indian public money, when we well know that the people desire the disbursement of what we can spare for such purpose, from revenue derived from them, in aid of their education by other means.

"The loyalty and the sympathy of the people have ever been seen to fall away from us only when failing in

our engagements as their rulers. Therefore, in my opinion, it would have been wiser were the Council not to encourage, but restrain, the local Government in this subterfuge. In India we now impose an educational cess. This is a proper levy, excepting when exacted in excess of declared maximum collection for a fixed period. The murder of some of our district officers, avowedly in retaliation, in the North-Western Provinces during the rebellion in 1857, sadly expiated the faithless act. But the father, whom we are still free at once to assess, is seeking at our hands for aid to qualify his son for doing well in life, while he and his family rest without anxiety on the score of religion. This is at heart the universal feeling on the subject. This is well known to all who have listened to the hopes and the apprehensions expressed by respectable classes. Ever since the Notification of 1847, the parent is aware that, though now-a-days we disregard those qualifications of rare ability for work, practical experience and good birth, esteemed by our predecessors, who employed in all departments and in the highest offices civil and military men of every religion, we aim at distributing public employment among those Natives only who attain in our missionary and Government schools our standard of 'good education.' But whilst on the one hand this declared preference stimulates a sort of learning, there exists on the other hand a painful sense that the boon is embittered when the child is doomed to lose time and exhaust patience in listening to the exposition, by a great clerical teacher, lately among them, of the Native being the incarnation of 'errors and lies, ignominious, sinful, and cruel, and false in logic and metaphysics.'

"Miss Carpenter, after inquiries in India, informed the public lately of that which those with similar opportunities have known ever since we have had anything to do with that country, She 'found intelligent Natives anxious for the civilising influence of educated women, provided they would abstain from all attempts at proselytising.' No doubt it is only owing to the neglect of this precaution that the year before last, in reference to the reaction following vain display in the Punjab, the Governor-General in Council questioned 'whether beyond the neighbourhood of Presidency towns the native community has really shown any spontaneous desire for the extension of female education, and whether distrust has not already been excited by the action of the Government.'

"One would have thought that the sacrifice of duty now offered for an illusory alliance with the Tinnevelly missionaries is peculiarly imprudent, because only a few years ago Tinnevelly was the scene of a disturbance between Hindus and so-called converts, a disturbance stated by the Magistrates to be 'got up by influential public servants' sympathising with the former, against whom our troops advanced, killing 10 and wounding 19.

"The last rebellion of an entire people or tribe was, I think, that of the Jynteeahs in Bengal. The Missionary School Agency under the auspices of our Commissioner was supposed to be 'doing wonders.' But in that which shortly after ensued there was nothing at all wonderful. That people, irritated by Mr. Wilson's crude mode of levying income-tax, and by insufferable interference with their religion on the part of a native Superintendent of Police, baptised Solomon, went in for open rebellion. Two regiments sent to attack them (the 21st I know was one, and the 33rd, I believe, the other) became disabled by sickness; reinforcements moved up; rewards were given for captured rebels. They then pleaded that their grievance was, first, 'Solomon;' secondly, that their children were being compelled to learn where he was taught, and would so turn out just as good for nothing. Now a military expedition in so miserable a country as the Jynteeah Hills cost money. Whatever that amount was, it followed a great deal more spent in similar chimeras.

"Those who were in a position to ascertain the real motives of the zemindars, and the people in Behar and the North-West Provinces, when in revolt in 1857-58, saw, among other incitements to rebel, signal proof of the maddening effect of the co-operation of Government officers in the design of proselytising in schools and in jails; for instance, one of the first outrages perpetrated by the Nawab of Furrukabad was stated to be his having 'barbarously destroyed our mission there.' For this he forfeited a domain valued at Rs. 60,000 a year, very deservedly, considering his history. And from another district, the Commissioner, reporting to the Government, stated that 'a special malignity appears to have been shown in destroying all the educational buildings.' And Queen's officers, who had never before heard the term, became soon familiar with the rebel rallying war-cry, 'Deen, Deen, Deen.'

"Our Directors of Public Instruction, after their long association with all classes, ought to know something of these matters. Sir Alexander Grant, until lately, was one; most able, diligent, observant, and constantly moving about, and conversing with intelligent classes of the community. I personally observed his labours. To his assiduity and Christian tolerance, following on the careful attention and discernment bestowed on the department for many years by Sir Erskine Perry, it is unquestionably owing that, in the Western Presidency, education has been so conducted as to qualify more Natives than anywhere else in our institutions, for the efficient, active, and popular discharge of the public business. In 1862, Sir Alexander Grant, then serving under my Government, thus expressed himself, when writing to me in reference to instructions received from home in 1860:—'In regard to grants-in-aid to missionary schools, I am quite resolved to resign my appointment, rather than be a party to carrying out a policy which I believe to be unjust to the native tax-payer, and dangerous to the empire in India. It is hardly credible that the lessons of the mutiny should be so soon forgotten.' Also Mr. Hodgson Pratt, an educational officer of experience serving under the Government of India, has been quoted in a public assembly by the Rev. Scott Porter, when denouncing our futile measures, as having stated in a letter addressed to him, that 'the only Natives who send their children to missionary schools are those who cannot afford to pay school fees. No one who is tolerably well-off will send his child to a missionary school; and I have scores of times been applied to (unsuccessfully) by the sons of poor men for a small allowance to save them from the hardship of attending the missionary school, and to enable them to go to the Government institution instead.' But evidence of this character, that is, on the side of common sense and honesty, is abundant.

"With regard to these grants-in-aid (what may be now their amount I don't know; the original scheme was 300,000*l.* per annum) there can be no doubt that the present Governor of Jamaica, previously Lieutenant-Governor in Bengal, was perfectly right when, being required to give an opinion on the Governor-General's recommendation of Mr. McLeod's suggestion of the measure, that 'the proposal was momentous, and in violation of an unbroken chain of express orders issued by a long succession of Home Governments.' The interference of the Government in support of missionary schools from the revenues of India is indeed momentous; moreover, it is liable to defeat, rather than to advance, the great object in view. Who that knows India is not aware that the imprudent missionary who accepts the grant is thenceforth universally regarded as 'Surkar-i-naukur.' Thus is created a sentiment of antagonism in the minds of the people. This hostility, according to my observation in several fields of missions in India and South Africa, whether American, Wesleyan, or French Protestant (I select these because I have seen them devoting themselves more exclusively than some other to genuine missionary labours) is not in any degree manifested, or I believe felt, by people, anywhere under our dominion, towards the unobtrusive independent missionary.

"The determination to support missionary schools in India by its public revenue was conceived by some to be an able measure of progress towards conversion; I do not believe it has proved to be the means of adding one true convert to Christianity. One of the least harmless of its failures has been thus represented by the Hon. A. Arbuthnot, Member of Council, with reference to Madras: 'When the grant-in-aid system was introduced, the Free Church at once affiliated its institution with the Government. For various reasons, however, little real benefit has been derived from this. It is now found everywhere that the grants-in-aid have no appreciable effect in extending its operations, or raising the standard of the schools by which they are received.'

"But it seems to be resolved that the fond day-dream is to endure until the next serious rebellion. The further brief remarks I shall make upon it are therefore intended mainly to warn our financiers that it is a costly toy, that a revision of these disbursements ought to be strictly prescribed, and that vigilance must be especially directed to avert the expense of disturbances apt to be so provoked; for every active movement of troops means, in India, throwing open the military chest and unstinted Commissariat expenditure. Where the public money is clearly being thrown away, it ought surely to be saved at once, as in the case stated by Mr. Arbuthnot. A considerable saving might also be made in the Punjab Educational Departments, and in those of the North-Western Provinces. According to the last year's published returns of their 'Colleges,' the cost of each student, or name registered, is in the former province 1,215 rupees a year; and in the latter 1,288 rupees. Such being the preposterous price paid for these ridiculous Native college boys, it is satisfactory to see that the aggregate number in all the 'Colleges' in the North-Western Provinces is only 60; and that in the 'Lahore Mission College,' under the patronage of the Government, where each pupil costs 667 rupees a year, of which the Government pays 459 rupees, their number 'has fallen from 15 to 10, owing partly to the limited number of scholarships, and partly to the conversion of one or two of the scholars;' while, 'for the high arts examination, none of the candidates succeeded in passing.' To disburse the people's money on such burlesque is silly and wrong at any time, but peculiarly so when really useful departments in India are being starved by reductions which they must find it very hard to bear.

"They being driven into this course of provocation, danger and wasteful bribery is ascribed to the force of public opinion, or what the missionary newspaper at Serampore, and wild declamation at Exeter Hall, are pleased to term 'public opinion.' It is remarkable that the real public opinion of India is never sought for by its modern rulers. Not more than one in a hundred of Government officers now take the trouble to procure and read any other vernacular newspapers than the constituted venal expositors of our transcendant virtues.

"Not yet has our system of education reached influential Natives in numbers sufficient to inspire them with courage to denounce openly any Hindu abomination short of murder. In fact, our needless enthusiasm cannot be said to have inspired the really respectable classes with any degree of pure appreciation of our semi-missionary scholastic institutions in that country; I except, of course, the Western Presidency. There, with not more than two exceptions in a quarter of a century, the zeal of our authorities in respect to this department has never been indiscreet.

"There are many things which any influential European, some years hence, might safely do, with the avowed purpose of conversion, not only without giving offence, but with more or less real success in advancing towards that object. But, from 1848 to 1857 was decidedly not the time for indulgence in religious zeal, nor is the period of the consequent rebellion yet remote enough for this to be the time. It is indispensable that there should be a considerable interval of abstinence from hurrying, from excessive or crude legislation, and from bad faith, towards subjects, tributaries, and allies.

"The manifold absurdities of Hinduism are not to be eradicated by doctrinaire fanaticism even where relying, as now, on an imposing force of British bayonets. And the practised Asiatic in affairs of finance, diplomacy, or conversion, regards as contemptible and puerile the efforts of the European to play a crafty game. Benevolent enthusiasts would succeed incomparably better if, trusting to time and sound education, and less, or not at all, to notoriety-hunting and subsidising missionaries. To disseminate true Christianity by the inconsiderate and perilous means now in use, as illustrated in the instruction now going out, is hopelessly impracticable. To retard the progress of real enlightenment even among Hindus, to say nothing of Muhammadans or sectarians, such as Sikhs, those means are certain.

"The people of India obtained fully the two great objects for which, in 1857-58 they rebelled, and the sepoys, almost always the exponents of the people's sentiments, mutinied. Then came the Queen's Proclamation. They accepted it gratefully. Two years later I had many opportunities of personally observing that, in the minds of men of rank and much influence, as well as of other classes, this feeling of gratitude to Lord Canning and the authorities at home was very sincere. It is not so now. The feeling is departing. Servants of our Government, and others conversant with the languages, and conciliatory in demeanour, discover that, in the heart of our dominions there, as well as at the extremities, it is no longer so. If the spirit of that Proclamation be not seen to influence our measures more carefully, we shall rue the day when prevailing fantasies took the place of fair dealing. Our security becomes scarcely a question of more or less troops, when we meddle with religions in a way to drive a hundred millions of a people, so pusillanimous as Hindus, combining with braver Muhammadans, as we have at length learnt that in such a cause they will combine, to martyrdom. It will be well to bear in mind that the cost of this lesson, all told, was upwards of fifty millions sterling."

24. Coming to a more recent period, I may refer to the measures taken under Lord Hobart's Government with the object of advancing education among the Muhammadan community. Government in their Order No. 288, of the 7th October 1872, decided that elementary schools for Mussulmans should be set on foot at the chief centres of Muhammadan population with a view to qualify the pupils for admission into the higher classes of zillah and provincial schools and other similar institutions. The stations suggested in the order were Arcot, Ellore, Trichinopoly, Cuddapah, Kurnool, and Mangalore, but a report was called for. The Rev. Mr. Barton, Secretary of the Church Missionary Society, pointed out to the Director that at Masulipatam a special Hindustani Department had been in existence for many years in connection with the Noble School, and he strongly deprecated the establishment of a Government school at Ellore. The following is an extract from his letter:—

"Again, at Ellore, the chief centre of the Mussulman population in these districts, ever since the society first broke ground at that place in 1854 the wants of the Muhammadan population have always been especially recognised in the schools which the society has established for the benefit of the people of that town.

"The committee observe that in the Resolution already referred to, Ellore is specially singled out as one of the places in which the Government express a hope that schools may be at once established for the benefit of the Mussulman community. The committee think that the Government could hardly have been aware of the actual state of things as regards education at Ellore when that Resolution was framed, inasmuch as there are at this moment not less than three schools in that place, all flourishing and well attended, in each of which special provision is made for the instruction of Muhammadan students.

"In the Anglo-vernacular school, which educates up to the matriculation standard, the three lowest classes in the school are each divided into two parts, one consisting of Hindus and the other of Muhammadans, so that each is taught through the medium of its own vernacular. These three Muhammadan classes, numbering thirty-one boys, have a separate wing of the building allotted to them, and are taught by Muhammadan masters, two of whom are matriculated students of the Madras University, and who received all their education from boyhood in the mission school. In the upper division of the school Hindus and Muhammadans mix freely together, and, with the exception of the vernacular subjects, are able to read the same text-books, the instruction being given almost entirely through the medium of English.

"There is also a preparatory school attached to the Anglo-vernacular school, which like it is divided into two parts, one for Hindus and the other for Muhammadans, in which there are forty-seven boys, taught by Muhammadan masters, who read up to the third standard on the results system.

"In another part of the town, more than a mile distant, there is a third school, also maintained by the society, in which there are about fifty Muhammadan scholars, to whom instruction is also given in Hindustani, and who read up to the third standard.

"In view of the above facts, the committee would most earnestly deprecate the establishment of any new school at Ellore under Government auspices, the effect of which could only be to establish an unhealthy rivalry, and seriously to injure the existing schools. Not only would it be a waste of public money, the educational wants of the place being already sufficiently provided for, but it would be very unfair, the committee consider, to themselves, as tending to cripple and weaken their own efforts. Such action, moreover, on the part of Government would be contrary to the principles laid down in the Educational Despatch of 1854, by which the Government pledge themselves to withdraw from all direct educational effects wherever there are local agencies at work which are proved to be sufficient."

The Secretary to the Society for the Propagation of the Gospel also pointed out to the Director that special provision for the education of Muhammadans already existed in the society's high school at Trichinopoly. The Manager of the Wesleyan mission school at Trichinopoly stated that sixteen Muhammadan boys were attending this school; that these boys were not taught separately: but that he proposed with the aid of two Muhammadan teachers to commence a separate class for Muhammadans. Mr. Powell, in submitting his proposals, recommended that no Government schools for Muhammadans should be established at Masulipatam, Ellore and Trichinopoly, and to this Government assented in their Order, No. 348, of the 14th December 1872. A few weeks later, however, the following Order, No. 77, of the 12th March 1873, was issued :—

"In the above Proceedings the Governor in Council accepted as sufficient the provision made or proposed for the elementary education of Muhammadan boys in mission schools at Ellore, Masulipatam, and Trichinopoly; but, on further consideration, the Government have come to the conclusion that it would be better to establish at these stations special elementary schools for the purpose similar to those which in the same Government Order were sanctioned for Rajahmundry, Kurnool, Cuddapah, and Adoni.

"The Director of Public Instruction will make the necessary arrangements to give effect to this altered decision, and will expedite his reports on the remaining centres of Muhammadan population, to which his attention was directed in the G.O. of the 7th October 1872, No. 288 (Educational), and especially on Arcot and Vellore."

There is nothing to show what circumstances induced Government to alter their decision with regard to these three stations. According to the views expressed by Mr. Barton in 1872, and according to the views held by the memorialists now, the establishment of Government schools for Muhammadans at Masulipatam, Ellore, and Trichinopoly was contrary to the despatch of 1854. The action of Government seems, however, to have been quite in accordance with the construction placed on that despatch by the Secretary of State in his despatch of the 23rd July 1864 already quoted.

25. In June 1875 Dr. Bradshaw recommended that the Government Muhammadan school at Ellore should be closed and one opened instead at Narsapur. In forwarding this letter I simply observed that a Government Muhammadan school seemed more needed at Narsapur than at Ellore, and that the grounds on which Government had decided on establishing a Muhammadan school at Ellore had not been communicated to this office. On this a reference was made to the Collector. In the meantime a petition was received in this office, a translation of which was forwarded by the Acting Director to Government. The following is a copy of it:—

"The undersigned Muhammadan inhabitants of Ellore respectfully beg to state that they are obliged to mention a few facts which are fit for your information concerning the Muhammadan school of this place, hoping that they may be heard with deep consideration.

"2. When the Right Honorable the Governor in Council proposed to establish a few schools in this country, Ellore also was one of the districts in which the schools were to be, but on account of the reverend gentlemen who always tried to prevent the existence of any Government school except one belonging to the mission, and to obtain the future reward by the religious and worldly instructions, the Government orders about the same were not issued in this place. However, it was our good luck that in the second instance the abovementioned Governor determined to educate the unfortunate people of this place, to prevent which the reverend gentlemen tried their best, but it was to no purpose. At last the revised order of the Government was issued that, according to the rule, a Muhammadan school should be opened in Ellore.

"3. Oh, exalter of the poor, may safety be to you! As soon as this took place, the Rev. Mr. Barton, who was the Secretary of the Church Mission Society, wrote to the Rev. Mr. Padfield, who was the head master of the mission school of Ellore, to say that the Governor in Council, the second time, was strongly of opinion that a school should be established in Ellore, and that it seems to be impossible to change his intention, as he had issued this order to that effect; but still there is a hope of preventing it if you can manage to send me a paper signed by the Mussulmans, expressing that there is no use of the Government school here; the mission school is very useful to them, and they, therefore, hope that the Rev. Mr. Padfield will in any way keep the Governor from his idea of establishing a Government school. I then, through the means of that paper, will speak to the Council on the part of the Mussulmans as strong as possible and try to get the order of the Government cancelled.

"4. Oh, cherisher of the poor! On receiving the letter from the Rev. Mr. Barton, the Rev. Mr. Padfield showed it to Mr. H. Prendergast, who then was a police inspector of this place, and asked him to get a document of that kind as mentioned above from Mussulmans in any way, as he has authority by the appointment he held. The police inspector agreed to his request and wrote a paper himself in the English language, and again got it translated by Munshi Mahomed Waizullah Sahib by force, and this paper was signed by some of the Mussulmans by means of threatening and frightening them circulated by the head constables to every house, and sent at once to the Rev. Mr. Barton. A few copies of some English letters are annexed to this to prove the true expression of us (the poor people) evidently on the subject.

"5. Whilst the report was circulated, the Mussulmans, with the remaining number of them, sent their application for a Muhamamdan school to the Governor in Council; but, through fear of the chiefs, they did not give the slightest information about what had taken place in Ellore. The application was accepted, and a Muhammadan school was established here two years ago. Then the reverend gentlemen turned very jealous and tried to root out the school; still no harm could be done up to the time of Mr. Burrows, the inspector of the schools, who was not a bigoted gentleman in the religious matters. After Mr. Bradshaw came, Mr. Thornton was appointed as a master to the mission school in the place of the Rev. Mr. Padfield, and Lord Hobart, the Governor in Council, also closed his eyes; the fate of all the Mussulmans turned very bad, because Mr. Bradshaw, who is an old friend and school-fellow of Mr. Thornton, has strongly promised him to close up the Government Muhammadan school in Ellore by some means or other; he therefore has given reasons to discontinue the Muhammadan school of this place in his report, and has published that the third class should be dismissed, though they have given a splendid examination; it is merely to confuse us in order that we may send our children to the mission school, and the Muhammadan school may easily be discontinued by itself. In short, we are certain that the said gentleman will never keep himself back from the ruin of this school; yet we (the subjects of the Government) are compelled to make known our miserable condition to the Government and to try what we can do for our children.

"6. Oh, exalter of the poor! As the inspector has reported that while there is a Muhammadan class in the mission school there is no necessity for having a Government school in this place, his actual injustice is to be proved, because if, for instance, his suggestion may be referred to the case of Hindus, there is reason to question that, notwithstanding the existence of the mission school, why the Government Anglo-vernacular school was kept so long; is rather certain that if Hindu boys had not decreased in number, the school would have been continued and a good number of Hindus would have been benefited by the same. Merely on account of the carelessness of the Hindus that school became shut, on account of which the Hindus now regret; besides that, as all nations (*i.e.*, the subjects and well-wishers of the Government) are entitled to be treated alike by the authority of the Most Gracious Queen (whose country may it continue for ever) without distinction of religions, Mussulmans especially are entitled to the same, as they are exceedingly reduced to a deplorable condition. While so, it seems a regular oppression of the Muhammadans not to allow a small Government Muhammadan school for them here, where there are a great number of Muhammadan people, except the Muhammadan department of the mission college in Ellore, but on the contrary to allow thousands of real schools and their branches in different places for Hindus, and sometimes two or more than two schools for them. As Mr. Bradshaw has recommended the transfer of this Government school to Narsapur, where Muhammadans are rather fewer than in this populous place, the most of the inhabitants of which are Mussulmans, and many more schools are wanted, his intention will evidently be known, whether right or wrong.

"7. Oh, gracious sir, may safety be to you! It is evident that the instruction of the Muhammadan school of this place is in many degrees better than that of the mission school; those who are just will understand it by the result of examinations; moreover, the reports of the deputy inspector and the inspector will testify the same, and a great difference is manifest between the boys of the former schools, and of this with regard to the instructions which they have received. Notwithstanding all this good prospect, Mr. Bradshaw's rejecting the deputy inspector's application for a third teacher for the third class, and at the same time accepting the like application from Rajahmundry seems to be very unfair.

"We, therefore, hope that you will kindly send an especial proceeding to continue the school here for ever, and appoint a third teacher for the same, for which kindness we (the helpless people) with all success will pray for your country and wealth.

"May the sun of your prosperity always shine and ever last! Amen. Oh, God of the worlds!"

This was also referred to the Collector, who submitted a report from the Sub-Collector, from which the following is an extract:—

"The Ellore school was established in 1872, being one of several schools then established throughout the Presidency especially for imparting elementary instruction to Muhammadan boys. It receives a grant of Rs. 52 per mensem from Government:—

	Rs.
Head Master	30
Second „	15
Rent	5
Servant	2
TOTAL	52

But as all fees are paid into the treasury, and as these average Rs. 10 per mensem, the actual cost to Government is something over Rs. 40.

"Mr. Bradshaw recommends that it should be abolished, chiefly on the ground of there being no necessity for the existence of the school. There are three schools in different parts of the town largely attended by Muhammadan boys, the Church Mission high school having a separate department receiving aid from Government to the amount of Rs. 27,

"This hardly puts the case fairly. There are three schools, but all are connected with the Church Mission Society; in all the Christian religion is taught. It is perfectly true that a large number of Muhammadan youths do not object to attend these schools; but on the other hand there are many others whose parents wish for them a purely secular education. Even now there is an average monthly attendance of over fifty in the secular Government school, and the number would be largely increased if the two competed on equal terms.

"I enclose a paper given me by the masters in charge of the mission school, which shows the number of boys attending each of the three schools and the fees payable by them.

"The Government school is an elementary one, and its three classes correspond with the three lower classes of the Mission school. The fees charged are in the mission schools 6 annas, 4 annas, and 3 annas; and in the Government school 6, 4, and 2 annas. But these mission school-fees are to a great extent nominal as far as the boys and their parents are concerned. There are a number of free students, that is of boys, who pay no fees; and, secondly, the mission raise subscriptions for the express purpose of paying fees for boys. Such a subscription list was brought to me at Ellore. It is clear that there is a great inducement for parents to send their children to a school where they get free scholarships or get their fees paid for them, whereas in the rival school full fees are demanded from all. I have not any doubt that if the two schools were put on anything like equal terms as regards fees, the numbers would rapidly increase in the Government school.

"In spite of this disadvantage there is an average monthly attendance of over fifty boys, who thereby show that they appreciate the advantages of the school. Mr. Bradshaw alleges that the school is kept up because it is a source of profit to the head master. Masters of schools usually do expect some remuneration for their labours, but in the present instance the insinuation is uncalled for, because the head master is a man of not inconsiderable position and wealth, and perfectly independent of any remuneration he may receive for teaching.

"Mr. Kershaw has recently inspected the school. I could not get a copy of his report, but he spoke to me very favourably of it, and I have seen a copy of the Proceedings of the Director of Public Instruction based on that report, which describes the condition of the school as very creditable. The deputy inspector of schools, who had examined it two weeks before, told me that it was in a very satisfactory condition, and when I put the question directly to him, he gave it as his opinion, after first inspecting both schools, that the boys in the Government school were better and more carefully taught than those in the corresponding classes of the mission school. He guarded himself by saying he was not alluding to the higher classes of the mission schools, which have the benefit of being taught by European gentlemen, but to the lower classes, which in both schools are taught by Mussulman masters.

"Under these circumstances I am clearly of opinion that the Ellore school should not be closed. In spite of extra inducements to go to the mission school fifty boys attend the other school regularly, and they are as well taught, if not better taught, than they whould be at the other. Let the mission schools beat others out of the field fairly if they can; but there is too great a tendency to invoke Government aid summarily to suppress any rival school in order that boys may be forced to their schools. Within the last week I was consulted by an agent of the same society at Amalapur on my view about doing away with a flourishing taluk school in order that a mission school may take its place. It had not occurred to my visitor that the fair way would be to establish the mission school and let it, by superiority of teaching, beat its rival out of the field until it died a natural death.

"I strongly recommend that the Ellore school be not closed in order to compel boys to attend the mission school, who cannot be attracted in other ways. I do not allude to the mazirnamah or petition, for a numerously signed petition can be got up advocating anything. But I may mention that the Kazi and other Muhammadan gentlemen I have consulted are anxious that the school should be continued."

The Collector, in forwarding this letter, stated that he agreed with the views of Mr. Kelsall and thought that the Muhammadan school at Ellore should be retained. Government in their Order No. 422, of the 31st December 1875, concurred in opinion with the district officers that the facts of the case fully warranted the continued maintenance of the Ellore Muhammadan school. This order appears to show that His Grace's Government takes the same view of the question as that taken by Lord Hobart's Government. That view seems opposed to that held by the memorialists.

26. If the construction placed by the memorialists on the despatch of 1854, and on paragraph 27 of the recent G. O. No. 460, of the 23rd October 1878, is correct, not only should these three Muhammadan schools be abolished, but the Presidency College itself ought to be closed to make room for the Madras Christian College. The continued maintenance of such an institution as the Calcutta Presidency College must also be a mistake. It may, however, be observed that paragraph 12, of G. O. No. 286, of the 5th October 1872, and paragraph 2 of G. O. No. 212, of the 6th July 1875, are entirely opposed to the submission of any proposals for closing the Presidency College.

27. As a matter of fact, Government schools have sometimes been closed when they have been found not to thrive, and mission schools have in some of these cases obtained such advantages as a monopoly brings with it. I may mention the abolition in 1868 of the Government Anglo-vernacular school at Ellore, where there is a Church Missionary school; in 1875 of the taluk schools at Tiruvallur and Old Town, Cuddalore, the Free Church having a school at the former station and the S. P. G. at the latter; and in 1878 of the taluk school of Tindivanum, where there is an American Mission school. It may be added that the Ellore case shows the risk

Years.	Matriculates.	
	First Class.	Second Class.
1869-70	...	...
1870-71	...	1
1871-72	...	5
1872-73	...	1
1873-74	...	2
1874-75	1	1
1875-76	...	1
1876-77	...	3
1877-78	...	1
1878-79	...	...

with which such measures are attended. When the Government Anglo-vernacular school was abolished at Ellore, the Church Missionary Society pledged itself to maintain its own institution in a really efficient state. That pledge has not been redeemed. For a short time matters went on very well, but as soon as Mr. Arden left the station, the school began to go down and for several years the reports of the inspectors and the results of the matriculation examination have shown that the school is not in an efficient condition. I have recently had an opportunity of visiting the institution, and am satisfied that, with the present staff of masters, it is never likely to be in an efficient condition. The result is that the inhabitants of a large and important town, in which there ought to be a flourishing high school, are practically deprived of the means of obtaining a sound education for their children.

28. This controversy about the construction of the Despatch of 1854 has been going on for a quarter of a century, and it seems very desirable that it should be closed by some authoritative decision which will leave no further room for doubt in the minds on the one hand of Chistian Missionaries and on the other of the Hindu and Muhammadan subjects of Her Majesty. I have therefore endeavoured to place the history of the question before Government in as complete a form as possible, and the importance of the subject will, I hope, be deemed a sufficient justification of the long extracts which I have given from Parliamentary papers and other documents bearing on the point at issue.

29. In paragraphs 4, 5, and 6 the memorialists attribute the great development of aided schools between 1863-64 and 1869-70 to the revised grant-in-aid code of 1864, and state that in the latter year the financial necessities of Government led to a restriction being imposed on the issue of new grants-in-aid except for girls' schools. This restriction, they state, has not yet been withdrawn. It may be remarked that the increase in the number of pupils in private schools was largely due to the results system. The code of 1864 did, no doubt, contain rules for results grants, but these rules proved practically inoperative and were superseded by fresh rules which came into force in 1868. Owing to the growing expenditure on grants-in-aid, Government in their Order No. 304, of the 17th September 1869, directed that no fresh salary or other ordinary grants should be sanctioned. No exception was made in favour of girls' schools as stated in the memorial, but results schools were exempted from the operation of this order. This restriction came into force on the 17th September 1869 and continued until the 1st August 1871, when funds were set free by the transfer to local and municipal funds of the grants to lower-class schools. In the meantime, however, the large proportion of the grant-in-aid fund swallowed up by the Town of Madras had attracted special attention, and a circular was issued stopping all new salary grants in Madras except for poor schools and girls' schools. As a matter of fact, new grants have been given from time to time to various higher and middle-class schools in different parts of the Presidency, among which may be mentioned the American Mission School, Guntoor, the Hindu Schools at Bezwada and Palamcottah, and the Town School and Innespattah School at Rajahmundry, all of which have been established since 1869 70, and in some cases increased grants have been given to schools which were already receiving aid, such as, for instance, St. Joseph's Institution, Cuddalore. The amount available for new grants has, however, always been small, and in practice it has been necessary to reserve it mainly for girls' schools and results schools. For some time past there has been no money available even for girls' schools. The difficulty has been partly created by the Missionary Memorial of April 1873, under which all grants to elementary girls' schools fall on provincial funds, but under any circumstances it must have arisen sooner or later. In England the educational grant is continually growing. In India, under the decentralisation scheme, a fixed sum is assigned to each local Government for provincial services, and all that seems possible is to make the most of the limited sum available by gradually reducing the grants to schools, which are to a large extent self-supporting, and giving new grants to those schools which are most in need of aid. That policy is the one which has been steadily pursued in Bengal, and the attempt to introduce it on a very limited scale in this Presidency is the immediate cause of this memorial.

30. In paragraph 7 the memorialists complain that while the gross expenditure on Government colleges and schools for general education from provincial funds has risen from Rs. 2,13,827-8-2 in 1869-70 to Rs. 3,09,997-7-6 in 1876-77, the expenditure from the same funds on grants-in-aid during the same period has fallen from Rs. 3,07,881-14-7 to Rs. 2,78,622-2-4, and they imply that there has been a real increase to this extent in the outlay on Government schools and a real decrease in the aid given to private schools. This statement seems based on an entire misapprehension of the true facts of the case, and the form in which it is put appears to me calculated to mislead. The figures are evidently taken from the tables given in paragraph 143 of the Public

Instruction Report for 1869-70 and in paragraph 111 of the Public Instruction Report for 1876-77; but the sum of Rs. 2,13,827-8-2 in 1869-70 represents only that part of the expenditure which was met from imperial revenue. There was a very considerable expenditure from other sources. This is shown in the same table as follows, but it includes some expenditure appertaining to professional education :—

	Rs.	A.	P.
Charges in Government Schools borne by school-fees	49,867	10	3
Do. do. from other sources	4,467	3	7
Do. endowments, subscriptions, and donations	7,186	11	0

It is also stated in the next paragraph of the report that the total amount of fees collected during the year in Government colleges and schools was Rs. 73,462-12-8, in addition to which Rs. 2,308-2 obtained from other sources had been credited to the school fee fund. It was added that, after defraying charges to the amount of Rs. 49,867-10-3 and paying Rs. 4,919-13-9 to the credit of Government, there remained a balance of Rs. 20,983-6-8. The fee receipts in professional colleges and schools were of course included in these figures. In 1871-72 the school fee fund was abolished, and as under the new system all school fees were remitted in full to the Treasury and all charges previously met from school fees were paid from the Treasury, a corresponding change was necessarily made in the form of the annual table of expenditure. In 1871-72 certain charges were borne for a few months from school fees, and this accounts for the reduced amount of Rs. 15,570-11-0 which appears in the table for that year under this head, but in 1872-73 the item of "Charges borne by school fees" entirely disappears, and the whole of the expenditure is put under the head of provincial services, the school fees being credited to Government and deducted at the end of the table from the gross expenditure. The school fee fund was afterwards reconstituted, but on an entirely different footing, the collections not being spent on any particular schools, but applied to any educational purpose to which Government chose to devote them. The expenditure of Rs. 3,09,999-7-6 in 1876-77 includes, therefore, the charges which, under the system formerly in vogue, would have been debited to school fees.

31. Not only is there this fundamental difference in the mode in which the charges are exhibited, but the charges in the two tables relate to different classes of schools, the term Government school being used in a different sense in the table of 1876-77 to that in which it was used in the table of 1869-70. The old-rate schools established under Act VI of 1863 were aided schools, and they were made over with their grants-in-aid to the local fund boards and municipalities under Act IV of 1871. For some years these schools and all other local fund and municipal schools were treated as private schools, and such grants in aid as they continued to receive were treated as grants to aided schools. In reviewing the report for 1872-73 Government in their Order, No. 247, of the 13th July 1874, observed that, although this was correct as regarded the Educational Department and the Educational Budget from the standpoint of the tax-payer and the general public, schools under the management of a local or municipal board and deriving their support from local taxation were as much public institutions as any other, and should be classified apart from the private institutions in the returns connected with Appendix B accompanying future reports. These orders were carried out in the preparation of the report for 1874-75, and the change of course affected the table of expenditure of that year and every subsequent year. Thus, the sum of Rs. 3,09,999-7-6 in the table of 1876-77 includes Rs. 11,233-12 shown in the returns of the local funds schools as received in grants from Government and Rs. 1,789-9-8 similarly shown in the returns of the municipal schools. The details of these grants are given in Tables II and III of Appendix B of the Report for 1876-77, where however, by a mistake in totalling, the grants to local fund schools are shown as Rs. 11,206-8, instead of Rs. 11,233-12. The real grants were, however, much larger than the sums entered in the returns received from the local fund and municipal schools. On this point I may quote the following remarks from paragraph 17 of my Report on Public Instruction for 1875-76:—

"In all these cases the grants, although they might be expended in a manner at variance with the rules, were to be spent in particular schools. The details of this expenditure were, however, entirely removed, not only from the control, but even from the cognisance of the Director of Public Instruction. In an ordinary grant-in-aid school the monthly bill shows how the money is spent. All such bills, if they involve any changes, require the countersignature of the Director of Public Instruction; if they involve no change, they are sent after payment by the Accountant-General to the Director for entry in his books. In the case of these lump grants there is no such check. All the information received on the subject is that derived from the annual financial returns. The abolition of the house-tax has, however, led to a still wider deviation from the fundamental principle of the grant-in-aid rules. Lump grants are now given, not only to individual schools but to circles, and under this system it seems impossible in many cases to discover, not only how the grants have been spent, but even on what particular schools they have been spent. This is specially the case in the sixth division. The annual returns prescribed by the Government of India contain a column showing for each school the amount received from Government and the average cost to Government of educating each pupil; but the following copy of a recent letter from Mr. Garthwaite will give some idea of the confusion which has been introduced into the preparation of the annual statistics of the department by the system of lump grants to circles:—

'I have the honour to apply for information as to whether Annual Return, Part III, headings X, Institution

for boys in local fund circles,' and 'X, Mixed Institutions for boys and girls' in local fund schools,' in the column 'Receipts from Government,' any entry should be made in the case of local fund schools in this division. While there is no grant, result or salary, issued by Government to the school, the local fund boards receive from Government a general lump grant to help them to meet their educational expenses of all kinds, inspection, book-hawkers, and buildings, their own schools, salary grants, and results grants, to other schools, &c. This grant for the current year is entered by Government in the revised budget as for 'education' or 'schools,' but in that for the coming year it is credited to general fund. As it would be a matter of the utmost intricacy for the local fund board to determine what portion of this general grant is assignable to each individual school, it would be better to enter in the column of remarks that a lump grant of so much was given to the circle, and put in the above column merely an asterisk to refer to the remark. Otherwise the returns for local funds schools will be very late, and probably very unreliable."'

In 1876-77 grants amounting to Rs. 25,050 were found unaccounted for in the returns of individual local fund and municipal schools, and this item was accordingly shown separately in the table under the head of "Other Expenditure," the entry being as follows:—

	Rs.
Grants to Local Fund Circles of Masulipatam, Cuddapah, Bellary, Kurnool, Virudachalam, Tinnevelly, Calicut, and Tellicherry not entered in educational returns . . .	25,050

It is obvious therefore that if a fair comparison is to be instituted between the tables of expenditure in 1869-70 and 1876-77, Rs. 11,233-12-0 and Rs. 1,789-9-8 must be deducted from Rs. 3,09,999-7-6 and transferred with Rs. 1,15,050 to grants-in-aid. A few words seem necessary regarding the item of Rs. 1,15,525-2-8 which appears in the table of 1876-77 for charges in Government colleges and schools borne by endowments, subscriptions, and funds from other sources. The apparently corresponding items in 1869-70 are as follow:—

	Rs.	A.	P.
From other sources than school fees	4,467	3	7
From endowments, subscriptions, and donations	7,186	11	0
TOTAL .	11,653	14	7

This great difference is of course owing to the fact that all the local fund and municipal school charges, which are not paid by Government, come now into this part of the table. The sums annually received on account of endowments, &c., in Government schools, properly so called, are usually small and are shown in detail in Table XXII of Appendix B of the Report for 1869-70 and in Table XXVI of Appendix A of the Report for 1876-77. They are chiefly for scholarships and medals. Besides these, there are the Tellicherry and Mangalore endowments. The late Mr. Brennen of Tellicherry left Rs. 8,000 for the maintenance of a school and Rs. 4,000 for the erection of a building. This school was carried on for some years by the Basel Mission and was in 1872-73 transferred to Government. The interest of this endowment is credited to Government after deducting a pension of Rs. 4, which is paid to an old servant of Mr. Brennen's. At Mangalore the inhabitants subscribed Rs. 65,000 in 1865 towards the establishment of a provincial school. A part of this sum was expended on a building, and the balance was invested in Government securities as an endowment for the payment of the salaries of some of the teachers. Some time after I relieved Mr. Powell, I discovered that the interest of this endowment, instead of being credited, as had been ordered, to Government, had been added from time to time to capital. In 1876-77 the whole of this sum, which amounted to Rs. 26,586-5-3, together with interest realised during the year, *viz.*, Rs. 3,143-12-5, was paid to Government, and in the table of expenditure of 1876-77 credit is, of course, taken for this payment of Rs. 30,122-1-8. As however this large receipt is an abnormal item and would put the net Government expenditure in too favourable a light, I have, in drawing up the following table, omitted from both years' accounts the receipts from endowments, subscriptions, donations, and other sources. I have also debited Government colleges and schools with the whole of the adjustments made on account of apparatus for teaching physical science, library books, and prizes, which are set down in the table at Rs. 10,362-4-9. Strictly speaking, a considerable portion of these charges appertains to the previous year, as the apparatus came out in 1875-76 and some part of it is not connected with Government schools at all, as several sets were specially got out for issue to Hindu schools:—

Charges in Government Colleges and Schools for general education.	1869-70. Rs.	A.	P.	1876-77. Rs.	A.	P.
Colleges for general education	62,929	5	10	1,09,149	6	6
Schools ditto	1,50,898	2	4	2,00,850	1	0
Total .	2,13,827	8	2	3,09,999	7	6
Adjustments on account of apparatus, library books, and prizes . .	. . .			10,362	4	9
				3,20,361	12	3
Deduct grants to Local Fund and Municipal Schools	. . .			13,023	5	8
Expenditure on purely Government Schools	2,13,827	8	2	3,07,338	6	7
Charges in do. do. met directly from school fees .	38,591	5	5	. . .		
Total gross expenditure .	2,52,418	13	7	3,07,338	6	7
Deduct school fees in colleges and schools .	63,693	8	8	1,07,063	8	2
TOTAL NET EXPENDITURE .	1,88,725	4	11	2,00,274	14	5

32. The increase in the gross expenditure, supposing it to be fair to take the account in that form, is therefore Rs. 54,919-9-0. As frequent references are made in the memorial to me personally, and special attention is drawn in one passage to the tendency of the present educational administration, it is not quite apparent why the year 1869-70 has been taken for the purpose of comparison. On this point it may be sufficient for me to remark that I succeeded Mr. Powell on the 27th March 1875, and can therefore hardly be held responsible for the changes which took place during the first five years of the above period. In many cases increases in the gross expenditure of certain institutions which have not been counterbalanced at the time they were made by decreases in the establishments of other institutions. After going through the educational history of these seven years, it appears to me that the whole of the gross increase above referred to may be accounted for as follows. Although the provincial school of Combaconum was nominally constituted a college some time previous to 1869-70, the increased establishment required was not sanctioned until long afterwards, *viz.*, partly in 1871-72 and partly in 1873-74. In 1871-72 some important changes were made in the graded branch of the educational service, under which the principals of the Presidency and Combaconum colleges and the professors of the Presidency College became entitled to a new scale of salaries risen by increments from a minimum to a maximum. In 1872-73 the Brennen zillah school, which had previously been an aided school, was constituted a Government school. In the same year Lord Hobart took up, as already mentioned, the question of Muhammadan education, and a number of elementary schools were established for the special benefits of Muhammadans. The zillah school of Rajahmundry was also raised in the same year to a provincial school. In April 1873 the Protestant Missionaries of Madras presented a memorial to Government praying that female education should be withdrawn from the superintendence of the local fund boards and municipalities, and that grants to girls' schools of the lower class should no longer be paid by these bodies, but be again constituted a charge on provincial funds. Various orders were issued on the subject, and not only were these bodies relieved of the payment of all salary grants and results grants to girls' schools but eventually even a few girls' schools, which had been entirely supported by local fund boards and municipalities, were, contrary to the opinion expressed by Mr. Powell, constituted Government girls' schools. In 1874-75 a professorship of physical science was instituted in the Presidency College, and Dr. Wilson arrived in February 1875. In 1874-75 and 1875-76 the discussions of previous years regarding the encouragement of education among the Ooriyas of the Ganjam District resulted in the appointment of some Ooriya masters in the zillah school of Berhampore and in some of the taluk schools. In 1875-76 a personal allowance of Rs. 200 per mensem was given to Mr. Porter, principal of the Combaconum college, an additional Sanskrit pundit was appointed, and the pay of the senior Talim Pundit was raised from Rs. 45 to Rs. 50. In the same year the Rakapilli and Bhadrachalam taluks were transferred from the Central Provinces to this Presidency and a few small elementary schools which existed in them were brought on the establishment. In the same year two additional classes were established on my recommendation in the Presidency College and a Sanskrit Pundit was appointed. Some apparatus for teaching physics, and diagrams for teaching physiology, ordered in 1874-75, came out in the following year, and the charges which amounted to Rs. 6,371-14-8 were adjusted in 1876-77. The following statement shows the gross amount of these increased charges:—

	Rs.	A.	P.
Increases to salaries of Principal and Masters, Combaconum College	8,220	0	0
Increases to salaries of Principal and Professors, Presidency College, under the new rules for the graded service	7,800	0	0
Brennen Zillah School, Tellicherry	6,707	13	1
Government Muhammadan Schools	7,142	9	11
Provincial School, Rajahmundry	2,400	0	0
Government Girls' Schools	3,492	5	8
Professorship of Physical Science, Presidency College	6,000	0	0
Ooriya Masters in the Ganjam District	1,506	0	0
Personal allowance to Mr. Porter	2,400	0	0
Sanskrit and Tamil Pundits at Combaconum	360	0	0
Government Schools in Bhadrachalam and Rakapilli Taluks	886	7	2
Two additional Masters in Presidency College	1,440	0	0
Sanskrit Pundit do.	600	0	0
Adjustment charges on apparatus for teaching physics, physiological charts, &c.	6,371	14	8
TOTAL	55,327	2	6

33. It appears to me, however, altogether an unfair mode of stating the case to take the gross expenditure and to say nothing about the school fees. The real outlay of Government on colleges and schools is represented by the net expenditure, not by the gross expenditure. The account above given shows that, during the seven years referred to by the memorialists, the school fees have risen from Rs. 63,693-8-8 to Rs. 1,07,063-8-2, and that if allowance is made for these enhanced receipts the net increase of expenditure has been only Rs. 11,549-9-6. Even of

this increase a part is due to the missionary memorial of April 1873, which resulted in certain girls' schools being constituted Government girls' schools.

34. I now pass on to the alleged reduction in the amount expended on grants-in-aid. It must be remembered that in 1869-70 there were no local fund boards and municipalities, and that there was no expenditure on grants-in-aid except from imperial funds. Under Acts III and IV of 1871 a great change was made in this system. The payment of salary grants and results grants to elementary schools was thrown on local fund boards and municipalities. The working of the rules for results grants commenced in 1868-69, but in 1869-70 elementary schools were still largely aided on the salary grant system. This system was rapidly superseded by the result grant system. The following statement compares the grants of 1869-70 with those of 1876-77, credit being taken in the latter year for the grants to local fund and municipal schools referred to in paragraph 31. The amount of grants given by local fund boards and municipalities is shown separately, but it is explained in the Public Instruction Report of 1876-77 that certain local fund boards and municipalities had failed to send in complete statements of their expenditure. The figures shown under the heads of salary grants from local fund boards and municipalities are therefore rather less than the sums really paid by them :—

Grants.	1869-70.	1876-77.
	Rs. A. P.	Rs. A. P.
Salary furniture and book grants	2,63,828 14 5	2,07,002 14 4
Results grants	41,404 5 3	68,618 0 0
Scholarships	2,648 10 11	3,061 4 0
Grants to local fund schools shown in the returns	....	11,233 12 0
Do. municipal do. do.	...	1,789 9 8
Do. local funds circles not shown in the returns	...	25,050 0 0
Total grants from provincial funds	3,07,881 14 7	3,16,755 8 0
Results grants paid from local funds	...	2,04,742 8 6
Do. do municipal funds	...	33,293 12 10
Salary grants paid from local funds	...	1,265 13 1
Do. do. municipal funds	...	5,617 3 7
	3,07,881 14 7	5,61,674 14 0

It will be seen that the expenditure on grants-in-aid from provincial funds so far from having fallen from Rs. 3,07,881-14-7 to Rs. 2,78,682-2-4 has risen to Rs. 3,16,755-8-0, the total increase being Rs. 8,873-9-5. This is very little less than the net increase on the outlay in Government institutions, and if allowance is made for the large grants given to private schools by local fund boards and municipalities, the grant-in-aid expenditure has really risen from Rs. 3,07,881-14-7 to Rs. 5,61,674-14-0.

35. In paragraph 8 the memorialists complain that reductions have been made in the grants to certain schools without any previous consultation with the managers, and that the time given them to make provision for the charges thrown on them has been too short. The reasons for making these reductions are fully stated in my letter, No. 4696, of the 13th December 1878, recorded in G.O., No. 529, of the 24th December 1878, which has been communicated to the managers, and the measure was carried out with the approval of Government from a date suggested by Government itself. Consultations on the general question of reducing the rates of grants to schools had been going on for several years, and action of some kind seemed imperatively called for. The measure adopted could scarcely be expected to be palatable to the parties concerned, but it may be remarked that, except with regard to the grant to the Christian College no attempt is made to impugn the correctness of the facts stated by me, or to show that the time has not yet come for making these reductions. In fact, one of the gentlemen by whom the memorial was presented has assured me, both before and since, that he has long been of opinion that a reduction of grants was called for, and another gentleman who has taken an active part in the matter has also assured me that he entirely approved of the policy of the measure as regards schools, although not with regard to colleges.

36. The memorialists complain that I submitted a revised code of rules for salary grants without previous consultation with them. The first grant-in-aid rules were those published in 1855. The managers of private schools do not appear to have been consulted in their preparation The next set of rules was the code of 1858. Here again the managers of schools do not appear to have been consulted. In the preparation of the code of 1864, Mr. Powell did consult the inspector of schools and the managers of the most important private schools; but the rules in the shape in which he finally submitted them were not shown to the managers of schools by him. It was the Chief Secretary who, before submitting the papers for the orders

of Government, circulated a memorandum on the whole question of grant-in-aid among the representatives of the leading educational societies and managers of the principal mission schools in Madras and who had a personal conference with several of these gentlemen, at which the various points adverted to in the memorandum were fully discussed. The papers relating to these discussions were afterwards published as Selections from the Records of the Madras Government, No. XXXII. In 1867 the portions of the rules relating to results grants were entirely altered, and from time to time other minor changes took place. In 1869 Mr. Powell submitted a revised code of rules embodying all the modifications which had been ordered since 1864 and making some further additions and changes the necessity for which he explained. In the preparation of this revised code he did not consult the managers of schools. The revised rules were not sanctioned, because Government deemed it advisable to delay the publication of them until it was seen what changes in the administration of the grant-in-aid system would be necessary under the legislative enactments then on the eve of being passed for the imposition of an educational cess. On further consideration, however, Government sanctioned the publication of a section of the revised rules, containing the conditions under which grants were to be made for the erection, purchase, repair, or enlargement of school-buildings. The general question of revising the grant-in-aid rules remained in abeyance until 1873, when an important change in the educational policy of Government was announced. Government stated that it was their intention to employ for the purposes of elementary education some considerable part of the funds hitherto devoted to higher education, and directed Mr. Powell to submit a report as to the best means of carrying out this measure. Mr. Powell considered that funds might be set free in two ways, (1) by reducing the scale on which aid was given in salary and other grants, and (2) by remodelling Government middle schools. He recommended that the grants to train teachers should be reduced from one-half to one-third, to certificated but untrained teachers to one-fourth, and that no grants should be given to uncertificated teachers. He also suggested that grants for contingencies, books of reference and prizes should be discontinued, and that grants for servants should be given only in the case of higher class schools. These proposals were referred by Government to the representatives of the great mission societies and to the heads of some important institutions for the education of Europeans, East Indians, and Muhammadans, and their remarks were communicated in May 1874 to Mr. Powell for his opinion and for the opinions of the inspectors of schools. Mr. Powell having left India without disposing of the papers, the duty of reporting on the question devolved on me. I submitted my views in my letter, No. 1127, of the 22nd May 1875. In the following month I was directed to proceed to Ootacamund for the purpose of affording information in connection with a measure proposed by the Acting Governor, Sir William Robinson, K.C.S.I., for the extension of elementary education in this Presidency. This scheme was discussed at a meeting held in Sir William Robinson's house. Sir William Robinson, the Hon. Mr. Ellis, and the Hon. Mr. Hudleston were present, as well as Mr. Thompson and myself. At this meeting some remarks were made on the matters to which my letter No. 1127, of the 22nd May 1875, related. Sir William Robinson was in favour of lump grants, and he read a portion of a minute which he had written on my letter. The Hon. Mr. Ellis said that he agreed with me in nearly all my views. The Hon. Mr. Hudleston did not express any opinion. I remained five days at Ootacamund and soon after my return went on three months' privilege leave to England. I expected to receive a Government Order on the correspondence reviewed in my letter No. 1127, of the 22nd May 1875. No order was however issued. In the meantime I dealt separately with the question of results grants. A revised set of rules for these grants had been called for, and at a conference of inspectors held in January 1874 Resolutions had been passed regarding the changes which these gentlemen considered necessary in the grant-in-aid rules, including both those relating to salary grants and those relating to results grants. A revised set of results rules was prepared and circulated by me in June 1875 for opinions among all the local fund boards and municipalities, and also among all the leading representatives of the missionary societies and other persons interested in the matter. In December 1875 I submitted all the replies and a fresh set of draft rules. In October 1876 the draft rules were reviewed by Government and some further changes were ordered. Revised rules were submitted in January 1877, and they were passed with some further modifications in May 1877. In October 1876 I was also asked by Government to submit rules for the combined system, but it seemed desirable that these should be preceded by the preparation of revised rules for ordinary salary grants, and in April 1877 I drew the attention of Government to the fact that I was still without any orders on my letter, No. 1127, of the 22nd May 1875. In August 1877 I was directed to submit such rules as I wished to propose in parallel columns with the existing ones for ready comparison. As Government had expressed no opinion on any of the points discussed in my letter of the 22nd May 1875, it seemed useless to commence a fresh series of consultations with the inspectors and managers of schools, and a revised code of rules, prepared in the manner directed by Government, was submitted with my letter, No. 215, of the 15th January 1878. This was followed on the 6th February 1878 by a set of rules for the combined system. It will thus be seen that the memorialists are not correct in stating that the revised salary grant rules have been framed without the

managers of aided schools being consulted, but the discussions relating to the revision of these rules have been so protracted, that some of them have perhaps forgotten the remarks made by them in the paper printed in G.O., No. 158, of the 7th May 1874, and bearing the following signatures :—

John Barton	Church Missionary Society.
David Fenn	
John Murdoch	Christian Ver. Education Society.
D. Sinclair	Church of Scotland's Mission.
William Miller	Free Church of Scotland.
William Carslaw	
George Milne Rae	
Charles Cooper	
William Ross	
P. Rajahgopal	
Edmund Jermyn	Gospel Propagation Society.
Edward Sell	Harris School.
George Hall	London Missionary Society.
T. E. Slater	
S. Organe	
James Gillings	Wesleyan Missionary Society.
William Burgess	
George Thom	Doveton College.
Edward H. DuBois	Bishop Corrie's Grammar School.

I may add that not only have all these gentlemen been consulted in the manner above stated, but that my comments on their remarks have been published in the Public Instruction Report for 1875-76, pages 26—32, in which the whole of that portion of my letter, No. 1127, of the 22nd May 1875, which relates to the revision of the grants-in-aid rules is given. The assertion that no information has been vouchsafed as to the nature and bearing of my proposals does not, therefore, seem to be in accordance with the real facts of the case.

37. The next complaint of the memorialists relates to the establishment, or rather the re-establishment of a small middle department in the Presidency College in 1875-76. The circumstances which necessitated this measure were fully explained to Government at the time. The middle classes were abolished one after another some years ago, because they were no longer necessary. The Presidency College had for many years almost a monopoly of superior instruction, but the development of the Combaconum and Free Church Colleges and of the provincial Government and aided schools in course of time entirely altered its position, and at last it became evident that the college classes could no longer be maintained at their proper strength, unless some measures were taken to replace the school department on something like its former footing. Such an institution as the Presidency College must, under any circumstances, be costly, and in a financial point of view it is of importance that there should be about forty students in each class. The measure to which exception is taken was a very small one. Permission was given to establish an upper and a lower fourth class, each consisting of forty boys. Two additional masters were to be entertained for these classes, one on Rs. 70 and the other on Rs. 50. The school fee in the upper fourth class was to be Rs. 2-8-0, and in the lower fourth class Rs. 2. If the classes filled to the extent proposed it was estimated that the fees would pay for the two additional masters and leave in that case a surplus of Rs. 60, which might be applied to meeting the salary of an assistant for whom Dr. Oppert had applied. It was distinctly explained that the main object in view was not to provide for this Sanskrit assistant, but to render the Presidency College more efficient. The principal of the Presidency College makes the following remarks on this portion of the memorial in paragraph 10 of his Annual Report:—

Cost of education in the college.

"The cost of educating each pupil in the college in 1878-79 is more than fifty rupees less than it was in the preceding year; in the high school the saving is about rupees twenty a head; and in the middle school the cost remains practically at the same figure. It is necessary to say a few words with regard to the cost of the middle school in consequence of a statement made in a memorial recently presented to his Grace the Governor and printed in the *Madras Times* of the 7th instant. The memorialists say that when the lower classes of this college were re-established in 1875-76 the Government were informed that the change would involve no additional expense, and a little further on they remark that the expectation has not been fulfilled, inasmuch as in 1876-77 the fees obtained from these classes failed to cover half the expense. This statement is so entirely misleading, and has had unfortunately such a wide publicity given to it that it is necessary to expose its fallacy. The reason why the expense is double the income is that this middle school is debited with portions of Dr. Oppert's salary, of the pay of the Sanskrit, Persian, and Vernacular pundits, the writing master, clerk, college servants, &c. But it is obvious that if these middle classes did not exist the whole of these charges would be borne by the college and high school, as they were in the interval between 1868 and 1876, and that the only additional expense caused by these classes consists of the salaries of the two English masters employed to teach them and of a small amount of stationery consumed by the boys. In the year quoted by the memorialists the salaries of these masters amounted to Rs. 1,440, and the fees they admit to have been Rs. 1,940, so that Rs. 500 were available for paper and pens. Instead, therefore, of the hopes held out at the

re-opening of these classes not being realised, they have been abundantly fulfilled, for each year a small contribution has been made by these classes to the general expenses of the institution. Regarding the necessity of the buttress, as the memorialists call these classes, I need not repeat what has been urged in former reports; it is sufficient to remark that if an aided college has a junior department of 800 boys, the Government college may surely be allowed one-fourth of the number. As to the 'weakening effect on aided institutions,' which in the opinion of the memorialists is exercised by these classes, I can only say that the institutions they allude to must indeed be in a precarious condition, if they can be affected to any appreciable extent by the education here of sixty or seventy boys, mostly dwellers in Triplicane, the Anglo-vernacular school of which suburb certainly does not afford them the same sound education that they can get with us."

The statement in the margin shows the additional receipts and additional expenditure due to the re-establishment of these two classes from the 11th January 1876 to the 31st March 1879. The surplus is Rs. 1,275. As, however, the salaries for March are paid in April, Rs. 120 should be deducted from this amount and also a small sum for paper and pens. It will thus be seen that, although it has not been possible to keep up these classes to the full strength proposed of forty boys, the fee collections have been more than sufficient to cover the additional cost of these classes. It is more necessary than ever that these classes should be maintained, for, notwithstanding their existence, the strength of the junior department had fallen this year from 205 to 187. "This," Mr. Thompson remarks, "is entirely owing to the small number of boys in the fifth class; the Anglo-vernacular school at Triplicane from which recruits for this class were mainly drawn having now become a fully developed high school, the boys that formerly came to us remain for the most part in the school in which they have been brought up." If the existence of a fourth class in the Presidency College now is a violation of the Despatch of 1854, the existence of this class at a former period must also have been a violation of the despatch, and if a fourth class must not exist in the Presidency College, it is not apparent what right it has to have a fifth class or a sixth class, or, in fact, to have any classes at all. The establishment of an upper and lower fourth class in the Presidency College has been useful in many ways, and it has taught the important lesson that even in the town of Madras an increase of gross expenditure on education may be the means of obtaining a decrease of net expenditure.

Years.	Fees collected.			Salaries of two Additional Masters.		
	Rs.	A.	P.	Rs.	A.	P.
1875-76 .	400	0	0	101	12	0
1876-77 .	1,940	8	0	1,440	0	0
1877-78 .	1,737	0	0	1,440	0	0
1878-79 .	1,619	4	0	1,440	0	0
TOTAL .	5,696	12	0	4,421	12	0

38. The memorialists next point to the action of Government with regard to the Madras Christian College, which is described as the only fully developed college amongst aided institutions. If this means that it is the only aided institution which educates up to the B.A. degree, it may be remarked that St. Joseph's College, Negapatam, also educates up to the B.A. degree, and that the Doveton College has only recently discontinued doing so. It is, no doubt, a fact that Government has three times refused to make any increase to the annual grant of Rs. 10,047 given to this institution, but I had personally nothing to do with any of these refusals. The first of these applications is recorded in G.O., No. 53, of the 29th February 1872. It was strongly opposed by Mr. Powell and the order passed on it by Government was as follows:—

"Considering the heavy demands upon the allotment for grants-in-aid which are now made from all parts of the Presidency, and the backward condition of some of the districts in respect of education, the Government agrees with the Director in thinking that, except on very special grounds, no addition ought to be made to the expenditure from the provincial revenues on higher and middle class education in the Presideney town, and decline to sanction the grants now asked for.

"The Government gather from the correspondence, that the teachers in aid of whose salaries grants have been applied for, were engaged by the mission without any previous communication with the Director of Public Instruction. This, it seems to Government, was a very imprudent proceeding."

It will be observed that the refusal was not put on the ground that there were no funds, but that such funds as there were ought to be applied to aiding schools in other parts of the Presidency. A few months afterwards the secretary of the financial board solicited a reconsideration of this order. In the following passages he laid great stress on the distinction which ought to be made between the college and school departments, and fully admitted the propriety of treating the school department in the same way as the other schools in Madras:—

"I venture to ground my present request mainly on the distinction to which, in the order in question, Government has not, I submit, sufficiently adverted, between the school and college departments of the institution. For the school department I gratefully admit that most liberal aid has been and is receiveed. It is true that even in it the grants received is less in proportion to the work done than is afforded to any of the important schools in Madras. This appears from the statistics contained in my former letter of date 19th December 1871. It is also true that since the issue of fresh grants to schools in Madras was stopped in October 1869, considerable additional outlay has been incurred even in this department. But I willingly admit that this has been more than covered by the addition to the school fees which has been realised largely through the action taken by Government, and I admit further that, in view of the necessities of other districts, no further aid can be fairly demanded by any of the higher-class schools in the Presidency town.

* * * * * * *

While fully admitting, therefore, the propriety of treating the school department of the institution in the same way as the other schools of Madras, I submit that the college stands on a decidedly different footing."

The application was disposed of in G.O., No. 309, of the 9th November 1872, in the following terms :—

"The Governor in Council regrets that he is unable to depart from the Resolution contained in the G.O., dated 29th February last, declining to sanction certain grants to the college branch of the Free Church Mission Central Institution, Madras."

In July 1875 a third application was addressed to Government. The following is an extract from this application :—

"We do not apply to have the grant so raised as to meet one-half of the proposed outlay, though that is the proportion which it is implied in the existing rules that Government may contribute. We recognise that a distinction should be made between the school department and the college. The former should be largely and increasingly self-supporting by means of fees. In the latter, fees can never be expected to do so much to meet the outlay. We would, therefore, apply for half the amount only of what is spent upon the college, and be content with a much smaller proportion of the expenditure on the school.

"We venture, however, to request that whatever grant is issued should not be apportioned at present to individual teachers and professors, but should take a consolidated form. The history of the Free Church Mission, extending now over nearly forty years (to say nothing of the still wider character of the body to which it is proposed that the management of the institution shall henceforth be entrusted), gives ground, we submit, for believing that it will honestly apply whatever funds are entrusted to it, and apply them all the better if not hampered by minute rules in using them. The results of the University examinations and the visits of an inspector (should these be still thought necessary), will sufficiently show whether the grant is wisely administered. In addition to this we should welcome an examination at the end of periods of perhaps five years, into the financial condition of the institution. If it then appeared that the grant was in any way misapplied, or that any part of it had become unnecessary it might fairly be reduced, as on the other hand it might be increased if it appeared that its increase would be for the good of the community.

"If the grant be issued in this consolidated form and assured to the institution so long as it may be both needed, and well applied, we consider that one-fourth of the expense of the school would be enough for us to ask from Government. It would be the aim of the managing body to supplement the large deficiency which this would leave by raising the rate of fees as rapidly as possible. The estimate of the division of the proposed outlay is as follows :—

	Rs.
On the school	18,800 yearly.
On the college	21,200 „
TOTAL	40,000

One-fourth of the former (*viz.*, Rs. 4,700), together with one-half of the latter (*viz.*, Rs. 10,600) or Rs. 15,300 in all, is accordingly the annual grant for which we now apply, or to state it differently Rs.1,275 per mensem."

As I was then in England, the application was reported on by Mr. Thompson, and the result was that Government intimated that the state of the funds did not admit of any additional grant being given to the Free Church Institution. When certain reductions in the grants to colleges and schools were recently recommended, the principle laid down by the Secretary of treating the school department in the same way as the other schools and of leaving the college on a decidedly different footing, was carried out with a slight modification intended to be favourable to the college. According to the returns received from the institution the proportion of the grant spent in the college department was Rs. 6,185-6-8, of which Rs. 1,510 was on account of scholarships, leaving the net Government grant to the college department at Rs. 4, 675-6-8, or rather less than Rs. 400 per mensem. This added to Rs. 200, the monthly grant given to the other schools, would have been Rs. 600, but of this 450 Rs. was put down by me to the college and Rs. 150 to the school. As there is every probability of further reductions at some future time in the grants to schools, this mode of distributing the grant was obviously advantageous to the institution. The Rector of St. Joseph's College points out in a communication now before Government, that even this reduced grant of Rs. 600 per mensem is more than double the grant given to his own institution, which receives only Rs. 250 per mensem. St. Joseph's College is the only Roman Catholic College in this Presidency, which educates up to the B.A. degree, and this is one out of many instances of the disparity of the grants obtained by the Madras colleges and schools. The reduced grant of Rs. 7,200 now given to the Madras Christian College is larger than the grant given to any similar institution in Bengal and Bombay. The following list of grants to aided colleges in Bengal is taken from the Public Instruction Report for 1877-78 :—

"Saint Xavier's	College,	Calcutta	3,600
Free Church	do.	do.	5,520
General Assembly's	do.	do.	4,200
Cathedral Mission	do.	do.	5,520
Doveton	do.	do.	3,000
London Mission	do.	Bhowanipore	2,296"

In Bombay there are only two aided colleges, and they received between them Rs. 1,800 in 1877-78. The memorialists consider that it might reasonably have been expected that the first opportunity would be seized, when funds were available, to give the Christian College some of the additional aid to which it was entitled, and that such an opportunity presented itself when the

reduction of grants to schools in Madras was recently made. The reductions are only about sufficient to pay for an inspectress of schools, to provide funds for building grants, and to allow of the Church of Scotland school at Vellore being raised to a high school, but even if the reductions had been of such a character as to leave money available for fresh salary grants, I do not see how in the face of the very decided refusal contained in G. O. No. 55 of the 29th February 1872, any further grants could have been given to the Madras Christian College. In an administrative point of view such a step as that suggested by the memorialists would, I think, have been singularly inopportune. The reductions proposed by me fell impartially both upon mission schools and upon Hindu schools, but the Hindus would have had some reason to be indignant if they had found that the grant of the Hindu Proprietary School had been entirely stopped and large reductions made in the grants of Patcheappah's School and Govindoo Naidoo's School, solely or mainly for the purpose of still further increasing the grant of the most largely aided mission institution in this Presidency, if not in India.

39. The last complaint of the memorialists relates to the action recently taken regarding the Government schools at Cuddalore and Salem. It is asserted that the zillah schools at these stations have been erected into provincial schools at an additional outlay on direct Government education of, in all likelihood, not less than Rs. 10,000 a year, and that this has been done in opposition to, and at the direct expense of, aided institutions, which will no longer be able to compete on equal terms with the Government schools, and will most likely be beaten out of the field. The measure is considered unjustifiable because there are collegiate schools at no great distance. Before going into these cases in detail, I may observe that in paragraph 64 of my Report on Public Instruction for 1875-76, I pointed out that the number of institutions working up to the F.A. standard was not enough for the wants of this Presidency, and suggested that there ought, if possible, to be one in every district. In their order on my report, Government observed that, 'in reviewing the past history of the department, I had drawn attention incidentally to arrangements which had not been found to work satisfactorily in practice, or had outlived the state of things for which they were designed, and that I had indicated the direction in which I considered improvement called for. As several of these matters had formed the subject of separate communications, they presumed that I would deal similarly with the other questions, on which they therefore expressed no opinion. The above is one of these questions. In two districts, Vizagapatam and Tinnevelly, the want to which I have referred has been supplied by four aided schools raising their standard, and I have little doubt that other aided schools will follow their example. But the measure is one in which the co-operation of Government is required, and it appeared to me that the time had come for doing something in this direction for Cuddalore and Salem. Salem has a population of 50,012, and materials are now furnished for first arts classes by the Government School and the London Mission School. The population of Cuddalore is 40,290, and material is furnished for first arts classes by the Government School and St. Joseph's Institution, Cuddalore, and Patcheappah's Branch School, Chilambaram, besides which the S.P.G. School in the Fort of Cuddalore has also become a school of the higher class. The Collectors of both these districts were consulted and both were of opinion that the measure was unobjectionable. The abolition of the chair of vernacular literature in the Presidency College has effected a saving of Rs. 190, and out of this saving an additional master has been appointed at Salem on a salary of Rs. 125, rising to Rs. 175 by biennial increments of Rs. 10. At Cuddalore an additional master has been obtained by transferring a teacher from the Madras normal school. This measure has, therefore, entailed no additional outlay on Government, and I do not see in what sense it can be said to have been carried out in opposition to, and at the direct expense of, aided institutions. The college department of the Government institutions cannot compete in any way with institutions which have no college department. As regards the school department the competition will be the same as before, the private schools having the benefit in the competition of lower rates of school fees. The person who ought to know best if any injury has been done to St. Joseph's Institution, Cuddalore, is the Rev. Mr. Tarbes, the Superior of that Institution. As he has not signed the memorial, I wrote and asked him whether he concurred with the memorialists in considering that the raising of the standard of the Government institution was a grievance. The following is his reply :—

"In reply to your letter, No. 1518, I beg to state—

"*1st.*—That I knew nothing of the memorial presented to His Grace the Governor until I had read it in the columns of the *Madras Mail*.

"*2nd.*—That up to date St. Joseph's Institution has not sustained any injury consequent on the raising of the standard of the Government institution; and that, in my opinion, the establishment of an F.A. class in the Government school, is not likely to be detrimental to St. Joseph's Institution, at least for some time to come. But as regards its future, I cannot speak so confidently; and I feel sure that the Director of Public Instruction would permit me to raise the standard of St. Joseph's Institution, should the measure recently adopted with respect to the Government school be found to prejudicially affect the progress of our school.

"I may add that the F.A. class established at Cuddalore will prove a great boon to the poor students of the town, who would be unable to continue their studies."

The London Mission School of Salem is not an aided school, as is erroneously stated in the memorial, and the managers of that institution, which gave up its grant about two years and a half ago, are very anxious that the Government institution should be abolished or reduced, but, as I have submitted a separate report on this subject, I need only remark here that there is no more reason why the London Mission School should be injured by the opening of a F.A. class in the Government institution than that St. Joseph's institution should be injured by a similar measure at Cuddalore. If the argument that institutions working up to the F.A. standard are not needed at Cuddalore and Salem, because such institutions exist in other districts at no great distance, is a sound one, the practice of the societies represented by the memorialists is singularly at variance with their theory. Why has the S.P.G. a F.A. Institution at Trichinopoly, when the district of Tanjore with several colleges, one under the same society, is close at hand? Why has the Church Missionary Society recently raised the standard of its institution at Palamcottah? The fact is, that the number of young men who can afford to leave their homes for the purpose of prosecuting their studies in other districts is very small, and that in some districts it is extremely difficult, when appointments become vacant, to find men for them who have passed the higher examinations and are natives of the district. And of late years the F.A. classes in some of the southern colleges have become so large that it is scarcely desirable that young men from the neighbouring districts should resort to them. At Combaconum, for instance, there have been F.A. classes containing upwards of a hundred students, and the principal has actually been obliged to reject young men because he had no means of receiving them. The theory that the interests of a whole district are to be sacrificed to the imaginary interests of some private school, that an old Government institution is not to raise its standard because it is possible that a much more recently established private school may possibly raise its standard at some future period, seems to me altogether unreasonable. The Government institution at Cuddalore is the oldest one of its class in the whole Presidency. It was the first of the provincial schools and was established on the 1st July 1853. St. Joseph's Institution came into existence in January 1868. The Salem Zillah School was established in 1857, the London Mission School in 1869. The memorialists speak of the expediency of fostering aided schools which compete with Government schools. The fact that I some time ago increased the salary grants of St. Joseph's Institution was probably not known to them. That school has, I believe, never been in so efficient and thriving a state as it is now, and I trust that it will continue to advance.

40. In the concluding portion of the memorial it is suggested that some representatives of aided education might be appointed to consult with the Director or with Government regarding matters directly affecting that important branch of educational agency. No such body exists in any other part of India, and it is not apparent how such a system is to be worked. As a matter of fact, the managers of schools have been, as shown in this letter, often consulted by the Director and by Government, and there is nothing to prevent their being consulted when any question arises on which their advice is needed. Nor is there anything to prevent their coming forward and stating their views on any question connected with the grant-in-aid system. Generally it is found that very different opinions prevail in different localities and amoung different classes of managers. The representatives of Roman Catholic Institutions consider that the Protestant schools have received and are receiving more than their fair share of the grant-in-aid funds. Many of the representatives of Hindu institutions hold views on the grant-in-aid system strongly opposed to those entertained by Protestant Missionaries. It seems to me extremely undesirable that either the Director or Government should place themselves in the hands of any particular set of advisers, however chosen, and still more objectionable if such advisers are merely the representatives of certain class interests.

41. I have now gone through the various subjects referred to in the memorial. The length to which this letter has extended seems to render it desirable that I should conclude with a brief summary of the principal points touched on in my reply—

(1) It is assumed in the memorial that, under the Despatch of the 19th July 1854, old Government colleges and schools should be closed to make way for new mission institutions, but the language of the Despatch, especially in paragraphs 51, 52, 62, and 94, does not seem to justify this construction.

(2) The Despatch of 1854 contemplated grants-in-aid being given to mission schools, and in 1859 the Hindu and Muhammadan inhabitants of this Presidency submitted a memorial to the Secretary of State through the local Government complaining *inter alia* that the larger portion of the grant-in-aid funds was swallowed up in grants to mission schools and praying that the grant-in-aid system might be abolished, and that the sums disbursed through that channel might be devoted to the establishment of Government provincial schools. The prayer of their memorial was of course refused, but the history of this movement seems to show the necessity of caution in dealing with such demands as these set forth in the present memorial.

(3) In 1859 the Secretary of State instituted an examination into the operation of the orders contained in the Despatch of 1854, which were openly alleged to be among the causes which had brought about the Sepoy Mutiny, and the disquietude and apprehension prevailing in various parts of India. No despatch seems, however, to have been published summing up the result of the enquiries thus instituted.

(4) In 1863 the Director of Public Instruction recommended the establishment of a zillah school at Trichinopoly, where the inhabitants had subscribed Rs. 2,000 for a building, but Government doubted the expediency of the measure, mainly because the zillah school would draw away pupils from two mission schools already in existence. The Secretary of State in his despatch of the 23rd July 1864 considered that these grounds were not insufficient to prevent Government meeting the wishes of the inhabitants for the formation of a zillah school, but Government still maintained that Government schools should not be established in localities where independent bodies were prepared to undertake the work. The Secretary of State in his despatch of the 9th March 1865 reiterated his conviction that Government should take some steps for meeting the wishes of those inhabitants who objected to send their children to the mission schools, and suggested that at all events they should be promised a liberal grant-in-aid if they would establish a school of their own. This the native gentlemen were not able to do and their subscriptions were returned to them. The decision of Government was ultimately approved by the Secretary of State, but two Members of the Council of India, Sir George Clerk and Sir Erskine Perry, recorded their entire dissent, the former appealing to the Despatch of 1854.

(5) In reviewing the Report on Public Instruction for 1867-68, Government referred to a petition which had been addressed to Lord Napier, praying for an establishment of a zillah school at Tinnevelly, and observed that there was not sufficient ground for acceding to the prayer of the memorial, as the educational requirements of the town were to some extent met by the Church Mission School and the Hindu School, both of which could be improved, and added that the matter should lie over, as it was understood that the Church Missionary Society contemplated getting out as head master a graduate of one of the English Universities, who would be able to raise the standard of instruction to the level of a Government college. The Secretary of State expressed his general concurrence in the views of the Madras Government, but Sir George Clerk recorded a dissent, in which he declared that it was unfair to the people to leave education to zealous missionaries, supported by Indian public money and denounced "the sacrifice of duty now offered for an illusory alliance with the Tinnevelly Missionaries."

(6) In 1873 Lord Hobart's Government ordered the establishment of Government Muhammadan schools at Ellore, Masulipatam, and Trichinopoly, at all of which stations mission schools already existed, in which provision was made for the education of Muhammadans. This measure was adopted in opposition to the views of the Director of Public Instruction and in spite of the protest of the Secretary of the Church Missionary Society, who appealed to the Despatch of 1854.

(7) In 1875 when it was proposed to transfer the Government Muhammadan school of Ellore to Narsapur, the district officers recommeded that the Ellore school should not be closed in order to compel boys to attend the mission school, who could not be attracted in other ways, and Government concurred with them in opinion, that the facts of the case fully warranted the continued maintenance of the Ellore Muhammadan school.

(8) If the construction placed by the memorialists on the Despatch of 1854 is correct, not only these Muhammadan schools, but several other schools should be abolished, and the Presidency College should be closed to make room for the Madras Christian College, but G.Os., No. 286 of the 5th October 1872, and No. 212 of the 6th July 1875, are entirely opposed to the submission of any proposals for closing the Presidency College.

(9) Government schools have sometimes been closed when they have not been found to thrive, and mission schools have in some cases obtained a monopoly of education in consequence. The case of the Anglo-vernacular school, Ellore, shows the risk with which such measures are attended.

(10) Much of the increase in the number of pupils in private schools which the memorialists ascribe in paragraph 5 to the code of 1864, was due to the results rules which came into force in 1868.

(11) The memorialists are entirely mistaken as to the nature and duration of the restriction on grant-in-aid expenditure referred to in paragraph 6.

(12) The memorialists are entirely mistaken in asserting that the expenditure on direct Government education has increased by 45 per cent. and the expenditure on grants-in-aid has decreased by 9·4 per cent. in 1876-77, as compared with 1869-70.

(13) Even if the gross expenditure had been correctly compared in these two years, it would

be altogether unfair and misleading to take the account in that form, and to ignore the fact that increased expenditure has been largely covered by increased receipts in school fees.

(14) The reductions of grants complained of in paragraph 8 were made with the previous approval of Government and from a date suggested by Government itself.

(15) The memorialists are not justified in stating that the draft grant-in-aid code submitted to Government in January 1878 was prepared without the managers of schools being consulted, and that they have been left in entire ignorance of the new scheme under which they may find themselves placed without a moment's warning.

(16) The establishment of two additional classes in the middle school of the Presidency College was, and is, a necessary measure, and it has not entailed any additional expenditure on Government, as asserted in the memorial.

(17) No reduction has been made in the grant to the college department of the Madras Christian College. The secretary of that institution has himself admitted that the school department should be treated like other schools, and anything like an appearance of partiality would have been highly impolitic at a time when the grants of several important Hindu schools were being largely reduced.

(18) The establishment of F. A. classes in the Government schools at Salem and Cuddalore has been carried out without entailing any additional expenditure on Government, and there is no reason for believing that the measure will have any of the effects supposed in the memorial.

(19) The Director and Government should, when necessary, obtain the best advice they can on matters relating to aided schools, and for this purpose Roman Catholic Missionaries and Protestant Missionaries, Hindus and Muhammadans, officials and non-officials, should all be freely consulted, but the appointment of such a consultative body as that proposed is altogether inexpedient.

(D.)

GOVERNMENT ORDER ON THE MEMORIAL.

Order on the above, 15th September 1879, No. 351.

The leading feature of the policy enunciated in the Educational Despatch of the 19th July 1854 (paragraphs 41 and 97) is that Government aid should be given mainly to a less high class of education than had previously monopolised it; and in view to utilising to the utmost the available funds for the purpose, the principle of grants-in-aid was urged on the consideration of the Indian Government.

2. In summing up the instructions in paragraph 97 the Secretary of State however observed, "the higher classes will now be gradually called upon to depend more upon themselves, and your attention has been more especially directed to the education of the middle and lower classes, *both by the establishment of fitting schools for the purpose* and by means of a careful encouragement of the native schools which exist."

3. In the same summary it was remarked: "By sanctioning grants in aid of private efforts, we hope to call to the assistance of Government private exertions and private liberality;" and in paragraph 49, after detailing the manner and extent in which the development of middle and lower class education by means of Government schools was contemplated, the Secretary of State remarks, "nor is it necessary that we should depend entirely upon the direct efforts of Government," and the despatch goes on to explain the contemplated system of grants-in-aid, but it insists on the importance of manifesting in the details "the principle of perfect religious neutrality on which the grants will be awarded."

4. In paragraph 61 the desire is expressed that "no Government colleges or schools shall be founded for the future in any district where a sufficient number of institutions exist capable, with assistance from the State, of supplying the local demand for education;" and in paragraph 62 it is stated, "We look forward to the time when any general system of education entirely provided by Government may be discontinued with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed."

5. The contention of the memorialists is that the free development of this avowed policy of grants-in-aid, as the chief means of promoting middle and lower education, has been violated by the action of Government in certain cases in which Government schools have been unnecessarily placed in competition with existing private schools, and by the restricted expenditure on grants-in-aid and the limitation of the grant in particular cases.

6. The Director of Public Instruction in the letter above read, shows how the memorialists are wrong in their facts in particular instances; and argues generally that the *entire* policy of the despatch has been upheld and not violated by the action of this Government since its receipt. In paragraph 41 of his reply he enumerates his arguments which the Government regard as affording a full and satisfactory reply to the contention of the memorialists. They consider that to carry out at once, and to the extent urged as due by the memorialists, the principle of grants-in-aid to private schools in view to the speedy supersession of Government schools of a like class, would in fact be a practical abandonment of the still more important principle of strict religious neutrality in the application of State funds for aiding private effort in education, as it could not but have the effect of making the population for the present, and probably for a long time to come, mainly, if not solely, dependent upon missionary and Christian institutions for what may be called upper and middle education; and thus unavoidably envelope this branch of secular education in an atmosphere of possible, if not probable, proselytism.

7. The Government hold that such would necessarily be the effect of their accepting the obligation which the memorialists would impose on them, of relaxing or relinquishing their local efforts to promote the education of the class in question, whenever a missionary institution entered the field or was in joint occupation of it.

8. They further think it beyond question that the alternative, as regards superior education above the merest primary instruction, is between Government schools and missionary schools; and, while allowing all credit to the magnificent efforts which have been made by missionary institutions for the education of the people of India, they regard it as undeniable that proselytism is their ultimate aim, and that it would be most unfair to the people of the country who provide the funds whence grants-in-aid are made, to shut them up to the alternative of superior education at institutions with this ultimate object, or absolute negation of all opportunity for such education. The Government cannot but conclude this to be the outcome of the memorialists' contention, and that if this object be set aside, then they consider that the Director of Public Instruction has plainly shown that the action of this Government, where it has apparently restricted the absolutely free operation of the policy of grants-in-aid prescribed by the despatch, has really only done what was essential to maintain the higher principle of absolute religious neutrality in employing State funds for educational purposes.

(True Extract.)
H. B. GRIGG,
Acting Under-Secy. to Govt.

(E.)

REMARKS ON THE DIRECTOR'S REPLY.

From the Executive Missionary Education Committee, to C. G. MASTER, Esq., Acting Chief Secretary to Government,—dated Madras, 2nd December, 1879.

As representatives of those who in March last presented a memorial on the working of the grant-in-aid system, we desire, through you, humbly to request the attention of His Grace the Governor in Council to some remarks on the reply made by the Director of Public Instruction to the memorial in question.

A.—In that reply there are, in the first place, some subordinate details on which we would briefly touch.

1. The Director seems to think that he has convicted the memorialists of error when he shows that "much of the increase in the number of pupils in private schools which the memorialists ascribe to the code of 1864 was due to the results rules which came into force in 1868." It appears to us, however, that the results rules of 1868 were only the amplification and completion of the scheme set on foot in 1864. It was partly for this reason that the memorialists pitched upon the year 1869-70 as the earliest in which the effect of the measures of 1864 could be clearly seen. Regard for conciseness forbade their entering into minute details; and the question of results-grants as distinct from salary-grants, though of great importance in its own place, bears merely upon the mode of administering grants-in-aid, not upon the general principles that underlie them. To us the rules for salary-grants passed in 1864, but largely modified in 1868, seem part of one scheme which began to produce its full effect in 1869.

2. The Director says, in paragraph 12 of his summary, that "the memorialists are entirely mistaken in asserting that the expenditure on direct Government education has increased by 45 per cent., and the expenditure on grants-in-aid has decreased by 9·4 per cent. in 1876-77 as compared with 1869-70." We beg leave to remark that the memorialists, of course, depended for information on the tables appended to the Reports on Public Instruction, and that their inferences from these tables are based in every case on the plain and obvious interpretation of them. We

submit also that the explanations now given by the Director leave untouched the main contention of the memorial. This contention is, that, while the Despatch of 1854 prescribes a gradual movement in the direction of reducing Government expenditure in favour of aided education, the decided tendency of the present educational policy is in the opposite direction; and that the memorialists are right in their contention the Director's own figures prove. By explaining the tables the Director makes out that, instead of a reduction, there has been an increase of Rs. 8,873-9-5 in grants-in-aid since 1869-70, and that the increase of expenditure on Government institutions amounts, not to Rs. 96,171-15-4, as the memorialists supposed, but only to Rs. 54,919-9-0. Thus, even if the revised figures be accepted, we cannot regard them as showing that the balance has been kept even between the two kinds of education, still less as showing that satisfactory progress is being made in carrying out the often reiterated policy of substituting aided local effort for the direct action of the Educational Department.

3. The Director, however, maintains, in paragraph 13, that the net, and not the gross, expenditure on Government schools should alone be taken into account; and by this mode of reckoning he reduces the increased outlay on them to Rs. 11,549-9-6,—which is still, it will be observed, a larger sum than the increased outlay which he claims to be making under the head of grants-in-aid. We venture to ask attention to what such a mode of reckoning really implies. It means that in the case of Government schools all increased resources shall be spent in strengthening and enlarging them. But both in the paper under consideration and in his actual administration, the Director holds that in the case of aided institutions any increase of fees or other local resources should be followed by corresponding diminution of aid from Government:—in other words that aided institutions are not to be enlarged or strengthened by any natural process of development. A good school can now raise a steadily increasing sum in fees in almost every district. If this increase of resources is to be devoted in one class of schools to their constant development, while in another class it is met by corresponding reduction of other resources so that they are kept always stationary, it needs no proof that sooner or later the former class will drive the latter from the field. We cannot but regard the Director's frank avowal that he wishes to deal with the two classes of schools on such different principles as bringing out the tendency of the present administration very clearly.

It seems to us that in most cases the increase of fees should be devoted mainly to the reduction of expense; but it cannot possibly be right to apply it to this object in aided schools, and in the case of Government schools to apply it to their enlargement and development. Whatever mode of reckoning is adopted should be applied equally to both.

4. We willingly admit that those who presented the memorial in March last were in error when they said that their opinion had not been asked on the new rules for grants-in-aid that were then under the consideration of Government. It appears that those rules were practically almost the same as those on which the opinion of parties interested in aided education had been both asked and given some five years before. We submit, however, that when the memorialists were informed that the Director had submitted to Government a "revised" code of rules in January 1878, they could scarcely be expected to understand that it was the same that had been brought to their notice in the beginning of 1874.

All difficulty on this point has, however, been removed through His Grace the Governor in Council having granted the prayer of the memorial by sending the rules in question to the memorialists for their remarks. We trust it will be found possible to bring these rules, with such emendations on them as the memorialists have suggested, into unrestricted operation at an early date.

5. The Director holds, in paragraph 16, that the establishment of two classes in the middle school of the Presidency College "has not entailed any additional expenditure on Government, as asserted in the memorial." The statement of the memorial was based solely on the Director's tables; but it is now explained that about half the outlay there set down against the new classes consists of portions of the salaries of gentlemen whom Government have to pay in any case. It seems to us to make little difference in the real expense of a class whether it takes the form of direct outlay of money, or of the employment of Government servants in conducting it whose time, if they were not so employed, might be at the disposal of Government for other purposes.

Probably, however, we should not think it necessary to refer to this point were it not for a remark of the Director, which seems to us to justify all the apprehensions of the memorialists. The Director says in paragraph 37 that the establishment of an upper and lower fourth class in the Presidency College "has taught the important lesson that even in the town of Madras an increase of gross expenditure on education may be the means of obtaining a decrease of net expenditure." We beg leave to point out that classes attached to a great institution like the Presidency College, supported by the prestige of Government and the influence of a great department, can always command pupils at the expense of other schools. It would not be wonderful if such classes became self-supporting, even with a mode of reckoning that every one would regard as fair. But the self-

support of such an institution makes it only more difficult for others to support themselves. We submit that the Director's aim should be to make all schools, and not this one only, as far as possible self-supporting, and that he should therefore seek, as soon as other considerations render it advisable, to withdraw a school which, in the very nature of the case, makes it difficult for other schools to retain their most hopeful and their wealthiest pupils. If, however, the Director is resolved, as his remark seems to indicate, to extend Government education, whenever it can be done without increase of expense, disregarding the interests of aided education, we cannot but hold his policy to be plainly out of harmony with that of the despatch.

In the same paragraph the Director appears to ascribe to the memorialists a feeling of hostility to the Presidency College, and a desire that it should be abolished. We entirely disclaim any such hostility, and we are clearly of opinion that it should not be withdrawn without a secular aided college to take its place. We cannot, however, but express our conviction that the school classes attached to the Presidency College ought gradually to be abolished, as was at one time being done. We desire nothing premature or hasty. But if the former course of action were renewed, and the school classes in the Presidency College judiciously removed, it is our firm conviction (1) that the usefulness of the college proper would in no way be impaired, and (2) that the self-supporting power of other institutions would so increase that all *school* education in the town of Madras might very soon be safely left to maintain itself, and the grants now devoted to it be saved for other purposes.

6. With regard to the Madras Christian College the Director seems to us simply to pass over the argument of the memorial, to the effect that an institution which had been receiving a grant amounting only to one-fifth of its whole expense ought not to have that grant cut down in the same way as institutions that had been in receipt of nearly one-half of their total outlay. But we understand that the managers of the college have laid their own view of the case before His Grace the Governor in Council, and it is unnecessary for us to discuss it here. We cannot but however express our conviction that the special position which the Christian College occupies—a position at least as special and peculiar among aided institutions, as the Presidency College holds among Government institutions—justly entitles it to as special consideration as the latter. Instead of receiving this, however, it does not receive even the aid to which it is entitled on merely general grounds.

7. We cannot admit that "the establishment of F. A. classes in the Government schools at Salem and Cuddalore has been carried out without entailing any additional expenditure on Government." The Director says that the expense newly incurred at Salem has been met by the abolition of the chair of vernacular literature in the Presidency College, and that "at Cuddalore an additional master has been obtained by transferring a teacher from the Madras normal school." We venture to submit that the maintenance of unnecessary outlay is a form of expenditure as truly as the incurring of new liabilities. When a chair is found to be useless, the sum it costs might be saved; and when a teacher is found unnecessary in one school he might be transferred to some vacancy in another, without a new post being created for him to fill. Besides, though the addition of a single master to each of the schools in question may suffice for the current year, much more will be required to develop them to the extent intended. We see no reason to doubt the estimate of the memorial that turning these schools into colleges will entail, when the development is complete, an additional outlay of somewhere about Rs. 10,000 a year.

Nor can it be admitted that the Director fairly represents the memorialists when he says that they proceed upon the theory that "the interests of a whole district are to be sacrificed to the imaginary interests of some private school." On the contrary, we maintain (1) that it is for the true interest of the districts in question that young men seeking a liberal education should attend some of the well-equipped colleges in the neighbourhood; (2) that, if it is desired to make up to these districts for their not having sufficient colleges actually within their bounds, this object may be attained in the best and least expensive way by a well-devised scheme of district scholarships; and (3) that there are few ways of spending money on education that do less good and more harm than the multiplication of small struggling colleges such as those at Salem and Cuddalore will always be.

B.—We pass, however, from special points like the above to the main question involved in the memorial.

We agree with the Director in thinking it highly desirable that the controversy about the construction of the Despatch of 1854 should be "closed by some authoritative decision:" but we submit that it cannot be either satisfactorily or permanently closed unless the position taken up by the memorialists is at least understood by those who give the decision. Now, the Director throughout his paper represents the memorialists as claiming that in virtue of the Despatch of 1854 Government schools and colleges should be withdrawn wherever a *mission* school or college comes into existence. No such claim was made in the memorial. It pleaded the cause not of mission, but of aided education. Its main prayer would be granted if an effort were

made to transfer the management of Government schools and colleges to local committees of Native gentlemen even though not a single mission institution received any direct benefit from the change. The memorial interpreted the Despatch of 1854 as laying down the principle that the direct action of the Educational Department should be replaced, wherever possible, by *local* effort, aided by Government. It did not hold that this local effort should be in all cases, or necessarily in any case, that of a missionary body; but it expressed the fear that the tendency of present administration is so to strengthen and establish Government schools and colleges that no local effort of any kind will ever be allowed to provide substitutes for them; so that the great leading principle of the Despatch of 1854 will become practically a dead letter.

No doubt it appears to us that when there is no special reason to the contrary, mission schools should be treated on the same principles as any other aided schools, and should receive equal consideration. But we are far from saying, and we do not understand the memorialists to have said, that no attention is ever to be paid to the nature of the aided school that might have to supply the educational wants of a district on the removal of a Government school. Cases might arise in which it might be inexpedient to leave a town or district dependent for education on a mission school alone. Each case would have to be wisely dealt with on its own merits. We repudiate the charge which the Director makes against the missionaries of Southern India of seeking to draw Government on to commit a breach of its avowed policy of religious neutrality. We are as anxious for real neutrality on the part of Government as any one can be. We should strongly deprecate anything that would practically drive the children of unwilling parents, few as we believe they are, into mission schools, though the Director represents this as the one aim of the memorial. The memorial, as we understand it, carefully avoided asking for any favour to mission schools as such. It confined itself to asking that measures should be taken to carry out the policy of the Despatch of 1854 in favour of aided education generally. We believe that the enforcement of that policy would not directly benefit any large number of mission institutions. It is by institutions managed by local committees, which would consist in most cases of Hindu gentlemen, that we think Government institutions ought generally to be replaced. It is for the good of the country at large, not for the special benefit of mission schools, that we desire to see the policy of the despatch acted on. There may be some, but certainly there are not very many mission schools in Southern India that would be directly gainers through the withdrawal of the Educational Department from the maintenance of schools. But we believe that if encouragement were given, many existing Government schools might be at once transferred to the management of local non-missionary bodies. We believe that if this process were once begun it might go on steadily, if not very rapidly, until the need for any institutions being maintained by Government had manifestly ceased. We believe that such a process, with such a result, would be useful in many ways and was unmistakeably desired by those who framed the Despatch of 1854. It was for the setting on foot of such a process that the memorial pleaded. Thus, if the real aim of the memorialists be kept in view, the 24 pages in which the Director revives the groundless charges that have been brought at various times against missionary education and the aims of missionaries, will be seen to have no bearing on the matter in hand.

The Director simply takes for granted that the only alternative is between a Government and a mission institution; but we submit that such a view is out of harmony with the facts of the case. Hindu gentlemen are too sensible of the advantages that India derives from the British Government, and too loyal, to open schools in direct opposition to the desires of a Government Department; but if that Department encouraged them they would in many cases undertake the duty cheerfully, and we are sure that when once undertaken they would feel an interest in it and discharge it with constantly increasing vigour and success. We are sure also that the management of such schools and colleges would have the happiest effect on the community in many ways, and in particular—to quote the words of the Despatch—that it would foster "a spirit of reliance upon local exertions and combination for local purposes, which is itself of no mean importance to the well-being of a nation." We further submit that an ample experience has shown the reasonableness of the expectations which we cherish. Schools and colleges under local, yet not missionary, management, already exist and prosper in many parts of Southern India. We need not refer to the colleges at Trevandrum and Ernacolum, both under Native management, yet both holding a most distinguished place among the institutions affiliated to the University of Madras. Nor need we refer to the long-continued and uninterrupted prosperity and usefulness of Pacheappah's high school. Possibly these may be called exceptional cases. But in nearly all districts of the Presidency it is abundantly shown how much interested and how successful Native gentlemen and Native committees may become in the management of colleges and schools. The Hindu college at Tinnevelly, the colleges at Coimbatore, Vizagapatam, and Vizianagram, the Hindu proprietary school, the Anglo-vernacular school in Triplicane, the Hindu high schools at Masulipatam, Nellore, Bezwada, Narsapur, the town school in Combaconum, Pacheappah's branch schools at Chedumbaram and Conjeveram, are only examples of what the native community are well able to effect in this line when en-

couragement is given to them. These colleges and schools were encouraged and in some cases diligently fostered by the Educational Department. They therefore came into existence and are now maintained with ease, though some of them have to stand pretty severe competition with the mission institutions by their side. We are not aware of an instance in which such aided schools have been encouraged in the same way either in the room or by the side of a Government school, except the single one of the town school at Combaconum when the Government school had become over-crowded, and where it was well known that the new institution would act as a feeder to it. But if encouragement were afforded, there seems no reason why local committees should not take over and manage the leading school or college in those towns which have their educational wants supplied at present by Government institutions. If the Educational Department earnestly endeavoured to carry out the policy of the despatch, it seems to us that the change in question might be effected in some of these towns at once, and in all of them in the course of time. A mode of action that has been thoroughly successful in Tinnevelly and Coimbatore and Masulipatam would not be likely to fail—if the same encouragement were given it—in Madura, or Chittore, or Rajahmundry.

It may seem superfluous to give reasons for the practical carrying out of a policy of which Government has so often expressed its cordial approval: but there is one of those reasons which deserves more attention than it has hitherto received. It is that the Educational Department of Government, if it carried out this policy, would exercise a more complete, as well as healthy, control over all education than it can possibly exert at present. The need of a central and controlling authority in all educational matters is necessarily very great in a country like India; and in the present condition of India that authority, so far as non-University education is concerned, cannot be so advantageously vested anywhere as in a Department of Government. If that Department were once confined to the functions of supervision and inspection, as contemplated in the Despatch of 1854, an initiative in all change would be gladly given to it, and its legitimate influence would be welcomed by all connected with education in a way that it is vain to look for so long as the Department comes into direct competition with these whom it should aim at guiding. We do not wish to be understood as desiring to bring a charge of intentional unfairness against the Department: but it is universally acknowledged as a sound maxim that no man should be a judge in cases to which he is himself a party. We are aware that changes of the kind we advocate must be judicious and gradual, and we believe the memorialists would not have approached Government in this matter if progress, however slow, were being made in the direction indicated. Their memorial was prompted by observing that all the recent action of the Department was establishing—it may be unintentionally—a tendency in an exactly opposite direction.

We desire to conclude by saying that there are many reasons why we humbly think that the time has come when an effort may be advantageously made for completing the scheme of Indian education on the lines laid down in the Despatch of 1854, and that not the least weighty of these reasons is that in proportion as that effort came nearer to complete success it would give to the Government Department a control over education, and a far-reaching influence willingly submitted to by all concerned, such as in the very nature of the case it cannot possess at present.

(F.)

THE DIRECTOR'S SECOND REPLY.

From COLONEL R. M. MACDONALD, Director of Public Instruction, to the Chief Secretary to Government,—No. 200-P., dated Madras, 17th March 1880.

I have the honour to submit the following remarks on the accompanying letter from the Executive Missionary Committee of the 2nd ultimo, referred to under docket No. 2423 of the 13th ultimo.

2. In my previous letter I pointed out that much of the increase in the number of pupils which the memorialists ascribe to the code of 1864 was due to the results rules which came into force in 1868, for, although the code of 1864 did contain rules for results-grants, these rules had proved practically inoperative. As the memorialists spoke only of the code of 1864 and described it as one in which the "main principle adopted was that of salary-grants," it could scarcely have been inferred from their language that they remembered the results rules of 1868 and the effect produced by them. It now appears that the omission of all referrence to this feature of the case was deliberate and arose from "regard for conciseness." The committee regard the results rules of 1868 as part of the scheme of 1864. Every new set of rules is necessarily a modification of some previous set of rules, and it might almost as well be said that the code of 1864 was part of the code of 1858, for, if the main principle of the code of 1864 was that of salary-grants, it was no new principle. The code of 1858 contained an elaborate set of

rules for salary-grants, and the modifications of these rules in 1864 were not greater than the modifications of the rules in 1868. The system of salary-grants began in fact at even a more remote period than 1858, for salary-grants were given from the very beginning under the rules of 1855.

3. In paragraph 32 of my previous letter I pointed out that I succeeded Mr. Powell on the 27th March 1875, and that there was no apparent reason why the memorialists should have gone back to the year 1869-70 for the purpose of attempting to show that the expenditure on direct Government education had increased in 1875-76 by 45 per cent., and that the expenditure on grants-in-aid had decreased by 9·4 per cent. It was obvious that, even if all the facts asserted had been true, such a comparison as that made would have in no way shown the "tendency of the present educational administration," and was therefore not only irrelevant, but misleading. It will be observed that not only do the committee express no regret for what I hoped was merely an unintentional injustice, but that they still attempt to make it appear that my explanations leave the main contention of the memorial untouched. I have shown that, apart from the illogical nature of the argument used in support of their contention, the memorialists are entirely wrong in their figures; that the grant-in-aid expenditure increased instead of decreasing during the period in question; that the gross increase on direct Government education was far less than the memorialists supposed; and that the net increase was altogether insignificant. I have endeavoured, by going through the history of transactions with most of which I had nothing to do, to show the constituent items of the gross increase, such as it is. The committee have, therefore, had an opportunity of stating their objections in detail, but they have not availed themselves of it, and it is obvious that any attempt to go into these details would at once have exposed the fallacy of their case.

4. The committee point out that, while the net expenditure on direct Government education has increased according to my figures by Rs. 11,552-9-6, the increased expenditure on grants-in-aid from provincial funds is only Rs. 8,873-9-5. This, no doubt, gives a small balance in favour of expenditure on Government schools of Rs. 2,666-0-1, and this is represented as a grievance, but the committee have failed to notice my remark in paragraph 33 that the expenditure on Government girls' schools was the result of the missionary memorial of April 1873, and that, if there had not been this missionary interference, the balance would have been the other way.

5. The committee state that I hold that in the case of aided institutions any increase of fees or other local resources should be followed by corresponding diminutions of aid from Government; in other words, that aided institutions are not to be enlarged or strengthened by any natural process of development. The words used by me in paragraph 29 are as follows: "In England, the educational grant is continually growing. In India, under the decentralisation scheme, a fixed sum is assigned to each local Government for provincial services, and all that seems possible is to make the most of the limited sum available by gradually reducing the grants to schools which are to a large extent self-supporting, and giving new grants to those schools which are most in need of aid. That policy is the one which has been steadily pursued in Bengal, and the attempt to introduce it on a very limited scale in this Presidency is the immediate cause of this memorial." The principle which should be pursued with regard to Government schools and aided schools is, I think, the same. As great results should be produced as possible with the limited funds available, and money should be spent where it is most needed.

6. I showed in my former letter that the establishment of two additional classes in the middle school of the Presidency College had not entailed any additional expenditure on Government as asserted in the memorial, but had, on the contrary, yielded a large profit. The committee are alarmed at my remarking that the establishment of these classes has "taught the important lesson that even in the town of Madras an increase of gross expenditure on education may be the means of obtaining a decrease of net expenditure." That the education for three years and a quarter of some sixty or seventy boys has been carried on in the principal Government institution of this Presidency, not only without any expense to the State, but with a profit of something like 26 per cent. on the sum expended, is surely a significant and promising fact. It proves that English education up to the middle-school standard has become, or will soon become, self-supporting, wherever tolerably large classes can be formed. It is an entire delusion to suppose that what has been done in the Presidency College cannot be done elsewhere. There is abundant evidence that both Government and aided schools are gradually becoming more and more self-supporting in all large towns. The committee consider that it should be my aim to make all schools as far as possible self-supporting. This aim has been steadily kept in view. Schools are made self-supporting by gradually raising the scale of fees, and from time to time the fees have been raised. The scale now in force came into effect on the 1st January 1878, and a reference to page 195 of the Report on Public Instruction of 1878-79 will show that in one of the largest aided schools in this Presidency, the town school of Combaconum, the fees covered the whole cost of the institution and left a considerable surplus.

7. The committee again urge the abolition of the school classes of the Presidency College without attempting to meet any of the objections which have been shown to such a course. It seems unnecessary that I should go over this ground again, but I would point out that these extraordinary demands seem quite peculiar to this Presidency, and were never heard of until the Central Institution of the Free Church of Scotland became a college. In Bombay there is the Elphinstone High School as well as the Elphinstone College, and this school is the most successful school in the whole Presidency. In Bengal the Presidency College has two Government schools as feeders, *viz.*, the Hindu School and the Hare School, and these are also the best schools in Calcutta. No measures could be more injurious to the Presidency College than the abolition of the school classes, and considering the small scale on which the school department is maintained, the pertinacity of the attempts to get it abolished seems not a little remarkable.

8. The managing council of the Madras Christian College appealed in a memorial dated the 3rd March 1879 against the reduction proposed to be made in the grant given to the School department. The appeal was disposed of in G.O. No. 187 of the 20th May 1879, in which Government declined to interfere with the reduction. On the 12th August 1879 the managing council again brought the question forward, and I submitted some further remarks on the subject in my letter No. 4031 of the 30th September 1879, which was communicated to the managing council by Government on the 14th October 1879. The subject has been fully discussed, and I have nothing to add to my previous remarks.

9. The original contention of the memorialists was that the establishment of F.A. classes in the Government schools at Salem and Cuddalore involved an additional outlay on direct Government education of, in all likelihood, not less than Rs. 10,000 a year. It has been shown that as yet no additional outlay has been incurred, two masters having been provided by a transfer and a reduction. Thus, two districts have benefited, and Government has been put to no additional expense. The committee now say that the money, instead of having been applied to this purpose, might have been saved. They also observe that more masters will be necessary, and that, when the development of the colleges is complete, there will be an additional outlay of somewhere about Rs. 10,000. No attempt is made to explain how this enormous estimate is arrived at, and I can only say that whatever small further expenditure may be necessary will probably be met in the way in which such expenditure is usually met, *viz.*, by reductions or fees. The committee consider that the South Arcot and Salem districts would be much better off without any colleges, and that all that is necessary is the institution of a few scholarships. This of course is a matter of opinion. To the inhabitants of South Arcot and Salem it may seem strange that it should be right that Tanjore should have three colleges, Tinnevelly two, Vizagapatam two, and Malabar two, and wrong for South Arcot and Salem to have one I have already pointed out that the practice of the missionary societies with regard to the multiplication of colleges is entirely at variance with the theory propounded by the memorialists and repeated by the committee, but no attempt is made to account for this inconsistency. It seems scarcely worth while to give additional instances of this inconsistency, but it may not be out of place to observe that while it is now stated "there are few ways of spending money on education that do less good and more harm than the multiplication of small struggling colleges, such as those at Salem and Cuddalore will always be," the London Missionaries proposed, in a letter addressed to Government on the 25th January 1879, that the Government school at Salem, which was at that time a zillah school, should be abolished and that their own school should be constituted a college. The following is an extract from this letter:—

"The London Mission high school is prepared to supply all the education—lower, middle, and upper—that is now supplied by the zillah school and at lower rates to the scholars, thereby rendering the latter school totally unnecessary, provided that salary grants be made to the lower department of the former school. The higher education would still be carried on without cost to Government.

"The London Mission high school is prepared to add a college department to its present establishment and to teach up to the F.A. standard if salary grants be made to the present high school. In this case the college department would be carried on without cost to Government."

It will thus be seen that the missionaries were perfectly willing to take the very step of which, when taken by Government very shortly afterwards, they so highly disapprove. If they are sincere in what they say about the inexpediency of establishing a college at Salem, why did they make such a proposal?

With regard to the suggestion about scholarships, it may be stated that a system of district scholarships already exists, but it is on too small a scale to produce any great effect, and, if a large number of scholarships were given, it is by no means certain that the same amount of good would be done for the same money. It must also be remembered that boys sometimes matriculate at a very early age, and that it is oftener better that they should remain with their families until they reach the F.A. standard than be at once exposed for four years to the temptations and absence of restraint attendant on a four years' residence in a distant town.

10. The committee are not satisfied with the construction placed on the Despatch of 1854

in G. O., No. 351, of the 15th September 1879, and consider that the position taken up by the memorialists has not been understood. The memorial, it is stated, pleaded the cause, not of mission, but of aided education. The committee declare that they are anxious for real neutrality on the part of Government as any one can be and that they would strongly deprecate anything that would practically drive the children of unwilling parents into mission schools. It seems obvious that the memorialists and the committee are merely the representatives of certain class-interests, and that they have not the smallest right to the position which they now claim. As far as I know, in every case in which an attempt has been made to prevent a Government school being set on foot or to close an already-existing Government school, the movement has been a missionary movement, and the object in view has been to reduce the inhabitants to one of the three dilemmas which I have mentioned, *viz.*, to send their children to a mission school, to establish a school of their own, or to leave their children uneducated. No such attempt has ever been made by the Hindu community or in the interests of any secular aided school. I have given several specific instances of missionary interference in my former letter and within the last twelve months, there have been two more cases of the same kind. The London Missionaries of Salem proposed last January, as already mentioned, that the zillah school should be abolished.

"The Despatch of 1854," they observed, "which forms the basis of all legislation respecting education in India, distinctly enunciates the principle that wherever practicable the higher education shall be left by Government to private enterprise, while Government efforts shall be restricted to the spread especially of lower-class education. As a private efficient high-class school now exists at Salem, there is no justification for a continuance of Government high-class education in that place."

A meeting was held at the Collector's Office, and the result showed that the Native community were quite opposed to any such measure, which was also objectionable on other grounds. Government accordingly declined to close the zillah school, but, if the application had been complied with, the inhabitants of Salem would have had no school, except the mission school, to send their children to. The other case is that of Poonamallee. In 1873 the Church Missionary Society established a middle-class school at Poonamallee, at which place there was already a taluk school. Several of the leading inhabitants sent in petitions against the mission school, expressing their apprehensions that the result might be the eventual closing of the taluk school and praying that the mission school might be abolished. The late Director, of course, stated that he could not interfere in the matter, but that as Poonamallee was not a large enough place to maintain two middle-class schools, it would probably be his duty to refuse a grant in the event of any application being made for one. This was in October 1876. On the 18th September 1879, Mr. Arden, Secretary of the Church Missionary Society, requested me in the following letter to close the Government school and to give the mission school a grant:—

"I beg to bring the following subject to your notice:—There is at the present time a Government school at Poonamallee and a school belonging to the Church Missionary Society. The place seems hardly large enough for two schools, and the Church Missionary Society do not feel able to carry on their school unless a Government grant can be given, which is at present refused, I believe, on the ground that there is a Government school in the place.

"It may be said that the mission school was opened after the Government school and that therefore it ought to withdraw. I fully allow the soundness of the argument, were it not the definite policy laid down by Government in their Despatch of 1854 that Government schools were gradually to give way to, and be replaced by, grant-in-aid schools. This being the case, it seems to presuppose and encourage aided schools being established to the displacement of Government schools.

"It may be further said, 'When there are places without any schools, why should the Church Missionary Society establish a school in a place like Poonamallee, where a Government school is already in existence?' To this I reply that the number of our missionaries and mission agents are limited, and they are definitely confined to certain limits. Hence it is only possible for them to have schools in certain particular localities. As Government schools are not thus confined to certain localities, it appears advisable and easy for such schools to be removed to places which cannot be supplied by grant-in-aid schools.

"The present state of the two schools plainly shows that the mission school is not unacceptable to the people.

"In the end of August there were in the mission school 75 boys, and in the Government school 53 boys.

"I am informed that in the Government school there is a first class (A and B), though, if I am not mistaken, this is not according to Government rules for taluk schools.

"I do not wish to press the matter, but simply desire to know for my guidance, as Secretary of the Church Missionary Society, what the declared policy of the Educational Department is in such matters.

"If the Government school is not closed, and a grant given (out of the money thus saved) to the mission school, the Church Missionary Society will be obliged to close their school and withdraw. I therefore await your decision in the matter, and request the favour of an early reply."

Both these recent cases show, I think, how little the action of the missionary bodies represented by the committee is in accordance with their professions, and that, whatever the committee may say, the substitution of mission for Government institutions, without any reference to the wishes of the inhabitants, is one of the main objects which the missionary societies are aiming at.

11. The committee state that the main object of the memorial would be granted if an effort were made to transfer the management of Government schools and colleges to local committees of Native gentlemen, even though not a single mission institution received any direct benefit from the change, and they name certain colleges and schools as showing how successfully Native gentlemen can manage such institutions. The colleges at Trivandrum and Ernacolum are not aided institutions managed by committees of Native gentlemen. They are State institutions, and I believe that their management is mainly entrusted to European gentlemen. The following account of the Vizianagram College is extracted from the University Calendar for 1878-79:—"The inspector of schools of the first division is entrusted by the Maharajah with the general management of the institution and it is conducted in all respects as a Government provincial school." The European element enters, I believe, largely into the management of the Coimbatore and Vizagapatam colleges. A few of the other institutions named are very successfully conducted by Native gentlemen, but the management of several of those specified has been anything but satisfactory. The state of the central school of Narsapur is described at page 38 of the Report on Public Instruction for 1878-79, from which the following extract is taken:—

"The central school of Narsapur was inspected by Mr. Bradshaw in October. 'This school,' he observes, 'seemed to me, and still seems, the embodiment of all the defects which have been pointed out by my predecessor and myself as being noticeable more or less in different schools. There is scarcely a deprecatory sentence in any of my reports which was not applicable to this school at the time of my visit.'

"As this state of things had existed for several years, it was evident that some decided steps were necessary. The grants of the assistant masters were accordingly suspended, and the head master, who, by the peculiar arrangement which prevails in this school, is a Government servant, was informed that he would be removed to another school. I visited the school myself in February, but found that even then no steps had been taken by the managers to replace any of the inefficient assistant masters. In fact the staff was more inefficient than ever, as, owing to the death of one of the assistant masters, two men junior to him had been placed in charge of higher classes than they were before, and a boy who had failed in the matriculation examination had been made an acting assistant master. The school was not furnished with any apparatus for teaching physics, the maps had not been renewed for many years, no additions had been made to the school library for twelve years, and no use was made by the boys of the library because there were no books in it suited to their capacity. The curriculum was very defective. The head master stated that it had been prescribed by the committee, but the president did not admit the existence of any such order. A meeting was held at which the managers agreed to adopt various measures proposed by me for placing the school on a more efficient footing."

I may add that I found that several of the native gentlemen who constituted the committee were persons ignorant of English, and therefore unfit to be entrusted with the management of an English school. This state of things prevails extensively in English schools under Native management. In the Hindu School of Bezwada, the result of Mr. Fortey's inspection was so unsatisfactory that the head master's grant was suspended (*vide* page 69 of the same report). A special report on the Hindu Proprietary School was submitted to Government in my letter, No. 2007, of the 14th May 1879, and it was shown that the teaching was unsound and the staff a very poor one, and that altogether the institution was unlikely to fulfil the purposes for which it was originally established. An unfavourable account of this school is also given at page 47 of the Report on Public Instruction for 1878-79. The Hindu Anglo-vernacular school in Triplicane was inspected by Mr. Fowler in July 1879, and the following is a copy of my Proceedings reviewing his report:—

"This report relates to an inspection of the Triplicane Anglo-vernacular school held in July 1879, the last previous inspection having taken place in March 1879.

"The attention of the managers was drawn in the Director's Proceedings, No. 1793, of the 3rd May 1879, to the unsound character of much of the teaching which was going on in this school, and it was pointed out that to work a large high school of this kind successfully a staff would be required of four graduates, four F. A. men, and three matriculates.

"The only changes which have been made are the following:—A graduate has taken the place of a F.A. man as head master at a reduced cost to the managers of Rs. 5 per mensem, and a matriculate named T. Kristna Rau, who was receiving Rs. 7 per mensem, has left the institution. The managers have therefore reduced their expenditure by Rs. 12 per mensem and their staff by one man. The present staff consists of two graduates, two F.A. men, four matriculates, three fifth-grade men, and one man who has passed no examination.

"The report shows that the classes are still below their nominal standard, that many of the boys are in classes for which they are utterly unfit, and that the teaching is of the same unsound character as before. The last report of the Syndicate shows that out of fifteen boys who went up for the matriculation examination from this school not one passed.

"A high school of this character in a town like Madras does harm instead of good, as the pupils might obtain a sound education elsewhere, whereas here they are wasting their time and money.

"Large reductions have been recently made in the grants of certain schools mainly on the ground that schools are rapidly becoming more or less self-supporting, and that in some instances in which the Government grants and fees have exceeded the expenditure, profits have been made.

"From this report it appears that the receipts are greatly in excess of the expenditure, and that it is not from any want of funds that the staff is maintained on its present inefficient footing. The Director of Public Instruction considers it undesirable to allow this state of things to continue, but before taking any measures for withdrawing or reducing the grant, he will await any explanation which the managers may wish to offer as regards the past administration of this institution or any proposals which they may wish to make with regard to its future status."

I confine myself to these cases because these schools are specially singled out by the committee as models for imitation. If native gentlemen do not generally set up schools in opposition to Government schools, it is probably because they are satisfied with the system on which these schools are worked. They are no doubt aware that as a general rule Government schools are much more efficient than aided schools, whether missionary or secular. This is sufficiently evident from the relative success of these two classes of institutions in the matriculation examination, as will be seen from the following table taken from the Public Instruction Report for 1878-79, page 26. It will be observed that 45 per cent. of the candidates sent from the Madras Government schools in 1877-78 passed, while only 33 per cent. passed from aided schools. In 1878-79 the examination was unusually severe, and the percentage in the Madras Government schools fell to 23 and in Madras schools under inspection to 12.

Institutions.	Percentage of Successful Candidates.	
	1877-78.	1878-79.
Madras Government Schools	45	23
Government Schools in Native States	34	19
Madras Schools under Inspection	33	12
Other Private Institutions	25	9
Private Study	13	2

If the few Government colleges and schools which exist in this Presidency were made over to the management of local committees of Native gentlemen, the inevitable effect would be a general lowering of the standard of education. Such a measure would probably be favourable to missionary enterprise, for it would reduce all schools to the level of the mission schools, and it would be easier for mission schools to compete with Hindu schools than with Government schools, but it would be disastrous to the cause of sound learning. The Annual Reports on Public Instruction show the unsound character of much of the teaching which goes on in aided schools generally, but I beg to draw special attention to some of the details given in the Report for 1878-79.

12. The Secretary submits with the remarks of the committee certain resolutions of the Bangalore Missionary Conference appointing the committee. In the first of these resolutions it is stated that the Conference approves generally of the memorial, and expresses its decided opinion that the matter should, if necessary, be carried to the highest authority. It is therefore probable that the whole question will go before the Secretary of State for India. As the committee state that the memorial pleaded the cause, not of mission, but of aided education, and as they profess to explain the motive which has hitherto prevented Native gentlemen from starting schools in opposition to Government schools and to vouch for what they will do, if they receive proper encouragement from this Department, Government may see fit to allow a few leading representatives of the Hindu and Muhammadan communities an opportunity of stating whether they wish the Executive Missionary Education Committee to be accepted as the exponent of their views on this and future occasions, and of recording, if necessary, their own opinions on the questions raised by the memorialists and the committee. The following list of names is submitted for the consideration of Government:—

His Highness Rama Vurma, First Prince of Travancore.
Raja Sir T. Madhava Rau, K.C.S.I.
The Hon. T. Muttusami Aiyar, B.L., C.I.E.
„ Mir Humayun Jah Bahadur, C.I.E.
„ V. Ramiengar, C.S.I.
„ A. Seshayya Sastriyar, C.S.I.
M. R. Ry. R Raghoonath Row.
C. Rungacharlu, C.I.E.
M. R. Ry. C. Runganatha Sastri.
„ T. Gopala Row, Rao Bahadur, B.A.
„ P. Chentsal Rau.
„ P. Srinivassa Rau.
„ Y. Vencataramiah Sastri.
„ V Krisnama Chariar.
„ P. Runganadha Moodelliar, M.A.
„ V. Bashyem Iyengar, B.A., B.L.
„ A. L. Venkataramana Punt, M.A., B.L.
Abdoor Razzak Sahib.

(G.)

GOVERNMENT ORDER.

Order on the above, 13th March 1880, No. 86.

Recorded. The letter from the Director, with that from the Secretary to the Missionary Committee, will be communicated to the Secretary of State with Despatch, dated 13th March 1880. No. 2.

(True Extract.)

E. GIBSON,
Acting Under-Secy. to Government.

(H.)

MEMORIAL TO THE SECRETARY OF STATE.

To

THE RIGHT HONOURABLE
THE SECRETARY OF STATE FOR INDIA.

The following Memorial from the Executive Missionary Education Committee, Madras Presidency,

HUMBLY SHEWETH,

That this committee was appointed in June last by a conference of one hundred and twenty missionaries of South India and Ceylon, "to watch over the interests of missionary education throughout the Presidency."

2. That the missionaries whom this committee now represents, and others interested in aided education, in March 1879, addressed a memorial to His Grace the Governor in Council, Fort St. George, with reference to the working of the grant-in-aid system, asking the attention of His Grace in Council "to certain features in the educational administration by which the due operation of that system seems to be limited and hindered," and praying that "such measures may be devised as may seem best fitted to promote the free development of the educational policy for India declared by Her Majesty's Government." A copy of this memorial is herewith enclosed. (Enclosure A.)

3. That His Grace the Governor in Council replied to this memorial in his Order dated 15th September 1879, No. 351, with which was also communicated a letter of the Director of Public Instruction, dated 1st May 1879, remarking on the memorial. The Government Order with the Director's letter is herewith enclosed. (Enclosure B.)

4. That this committee addressed the Chief Secretary to the Government of Fort St. George on the subject, in its letter dated 2nd December 1879, in which it replied to the relevant points in the remarks of the Director above referred to. A copy of this letter is enclosed. (Enclosure C.)

5. That in a Government Order, dated 13th March 1880, No. 80, this committee was informed that its letter, together with a letter from the Director in reply to it, would be communicated to the Secretary of State. A copy of this Government Order with the Director's letter is enclosed. (Enclosure D.)

6. That we are now constrained to lay the whole case before your lordship, and to pray for your lordship's attention to the documents above referred to, and to the remarks of this committee in reply to the letter of the Director last mentioned. (Enclosure E.)

We pray for your lordship's decision specially on these points:—(1) as to whether the educational policy laid down in the Despatch of 1854 is still the educational policy of the Indian Government; and (2) as to whether the principles of the despatch are being carried out in the present educational administration of the Madras Presidency. Our contention is that the whole tendency of that administration is contrary to the policy prescribed in the despatch, on which we hold ourselves still warranted to take our stand: and we believe the present discussion has made it clear that the Director of Public Instruction is resolved to set aside the despatch and render it a dead letter. We beg leave very briefly to state the grounds on which we base these opinions.

(*a*) The Despatch of 1854 makes it abundantly clear that the object of the policy therein laid down was to foster, by means of grants-in-aid, independent education, and so enable Government, with the advance of the system of grants-in-aid, gradually to discontinue its direct educational efforts. It is now twenty-six years since this policy was declared; and the grant-in-aid system has in this Presidency been remarkably successful. The Report of the Director of Public Instruction for the official year 1876-77—the last published—shows (p. 167) that in that year there were 9,227 independent institutions educating 245,307 pupils at a total cost of Rs. 15,66,668-4-10. Of this sum Rs. 2,78,682-2-4 was derived from grants-in-aid; Rs. 2,01,968-9-1 from local funds, (boards); Rs. 37,983-4-5 from municipal funds; Rs. 10,33,994-5-0 from subscriptions, donations, &c.; and Rs. 14,040-0-0 from Lawrence Asylum Funds. In the same year 1,253 purely Government institutions were educating 43,934 pupils at a total cost of Rs. 8,42,991-3-1, of which Rs. 4,84,402-11-8 came from provincial funds; Rs. 1,64,433-13-3 from local funds; Rs. 30,629-6-6 from municipal funds; Rs. 1,15,525-2-8 from subscriptions, donations, &c.; and Rs. 48,000 from the Lawrence Asylum Funds. We are unable to say whether

fees are or are not included in the account, as the Director's table does not make it plain. The figures in either case plainly show how well grounded was the confident anticipation of the authors of the despatch that "by thus drawing support from local resources, in addition to contributions from the State," there would be "a far more rapid progress of education than would follow a mere increase of expenditure by the Government."

The whole position of aided institutions in this Presidency shows that the circumstances have come about in which it was designed to give effect to the principles of the despatch, by discontinuing purely Government schools or colleges where aided institutions are able to do the work. Yet no beginning has been made, nor is there any sign of steps being taken in this direction. On the contrary, between 1869-70 (when the grant-in-aid system first fully came into operation) and 1876-77, the gross expenditure on Government institutions for general education had risen according to the Director's own figures by Rs. 54,919-9-0, while the grants-in-aid during the same period increased only by Rs. 8,873-9-5. The Director, however, holds—on grounds the validity of which we cannot admit,—that only the net and not the gross increase on Government schools should be regarded; and that this amounts to only Rs. 11,549-9-6. Even if the Director's figures, which we have no means of checking, are correct, and even if his mode of viewing the increase be adopted, the fact still remains that the Government expenditure on purely Government schools has increased more largely than the expenditure on grants-in-aid. In the present question this involves the whole case. If any effect were being given to the main principles of the despatch, the expenditure on direct Government operations would be—not increasing, or even remaining stationary—but diminishing, and that on grants-in-aid increasing. Now, the tendency is in the opposite direction. After twenty-six years not even a beginning has been made in carrying out the central and characteristic feature of the declared educational policy of Her Majesty's Indian Government.

(*b*) The tendency of the present educational administration of the Madras Presidency is further shown by the unequal way in which the increase of fees is dealt with in the two classes of schools. In aided schools the increased income from this source is made a main reason for reducing grants: while in Government schools the same increase is applied to the extension of Government education. This unequal treatment goes in a line directly opposed to that prescribed by the despatch.

(*c*) The despatch "looks forward to the time when.....with a gradual advance of the system of grants-in-aid, many of the existing Government institutions, *especially those of the higher order*, may be safely closed or transferred to the management of local bodies under the control of and aided by the State." Instead of endeavouring to realise this aim, the Director has within the last two years obtained the sanction of the Madras Government to the institution of three provincial colleges, namely, at Salem, Cuddalore, and Madura; while the grants to every aided college in the Presidency have been reduced, and opposition has even been made to the development of an independent college by the Zamorin of Calicut.

(*d*) The Director asserts that "the memorialists and the committee have not the smallest right to the position which they now claim," namely, that of pleading the cause of aided education, and endeavours to revive the unfounded and obsolete prejudices against missionaries and missionary education, by alleging that they have no aim except that of proselytising, and therefore wish to leave the people no alternative but that of sending their children to a mission school or none at all,—as he takes it for granted that it is hopeless to expect the Natives to set up schools for themselves. We utterly disclaim and repudiate any such intention as that attributed to us of shutting up the Natives to the alternative asserted. The number and popularity of mission schools incontestably prove that they need no such unworthy aid. We ask for no encouragement to mission schools other than that to which all aided schools are entitled by the principles of the despatch; and we assert with confidence, on the ground of numerous instances, that Native gentlemen are quite able, with Government aid, to establish, maintain, and manage independent schools, wherever they see any necessity for doing so. They do not, indeed, see the necessity in most places where Government schools are established, simply because there is no need for them to do what Government is doing for them, and no need especially to enter into competition with an Educational Department resolved on maintaining and extending direct Government education. If the tendency of the present educational administration were reversed, and turned in the direction of the policy of the despatch, there can be no doubt that local Native effort would be called forth in much larger measure. We desire to see independent effort of all kinds fostered, and missionary effort only as one among others, in accordance in both cases with the principles of the despatch.

(*e*) The Director justifies his encouragement of direct Government in preference to aided education, on the ground that, tried by the matriculation examination of the University, the results obtained are better in the former than in the latter. Setting aside altogether the question of the worth of this comparison, we beg simply to call attention to the fact that it is wholly beside the question at issue. So long as aided education is generally sound and good, it will be

allowed to be fulfilling its object; and it is this education which the despatch of 1854 was designed to foster. It may be that a highly organised and bureaucratic system of education will show better results in some respects at examinations than aided institutions under many and diverse kinds of management; but Her Majesty's Government of India in 1854 regarded it as a higher aim to foster "the spirit of freedom and self-government." If this and similar ends are now to be set aside in favour of a system that is recommended by its securing, as is maintained, a greater number of passes, those who are engaged in independent aided education must submit and regulate their action in the altered circumstances as to them seems most fitting. But until the authority which promulgated the Despatch of 1854 recalls it, we claim that it, and not the opinion of the Director of Public Instruction, ought to regulate the educational administration.

(*f*) We therefore humbly pray your lordship to declare whether the Despatch of 1854 is or is not still in force; and whether, if it is so, the policy therein laid down should not be carried out in the Madras Presidency.

And your Memorialists will ever pray.

Madras, 22nd April 1880.

(K.)

MEMORANDUM ON THE DIRECTOR'S SECOND REPLY.

Memorandum on No. 14, the letter from Colonel R. M. Macdonald, to the Chief Secretary,—dated 17th March 1880.

It seems desirable, in order that the whole case between the Director and the memorialists may be understood, to make some remarks in correction of the misapprehensions shown in the above letter.

2. In his second paragraph, the Director supplies a complete justification of the way in which the memorialists treated the rules of 1864 and the modifications made on them in 1868, as one scheme. The code of 1864 contained rules for results grants: but these rules, as the Director says, "proved practically inoperative." They were therefore modified in 1868, while the code as a whole remained unchanged. In other words the scheme that was devised in 1864 was first made practically operative in all its parts in 1868. It therefore began to show its full effects for the first time in 1869-70, as the memorialists contend.

3. In his third paragraph, the Director complains of injustice done to him personally. It may be desirable to explain that by the expression "present educational administration," the memorial did not point at the present Director individually, as is plain from the fact that the tendency of educational administration was traced from a date prior to that at which Colonel Macdonald became Director. His predecessor acted on the same general line of policy. The complaint of the memorial bore upon this line of policy, without any special reference to individuals.

In the same paragraph the Director complains that the committee did not state in detail their objections to his figures. It was quite unnecessary for them to do so. The facts are these. The memorial stated, in reliance on the annual educational statistics as interpreted in their obvious sense, that the outlay on direct Government education had increased in seven years by Rs. 96,000, and that the amount spent on grants-in-aid had diminished. By various explanations of the statistics, the Director showed that the increase on direct Government education was only about Rs. 55,000, and that there was also an increase on grants-in-aid of nearly Rs. 9,000. The committee were absolutely destitute of the information necessary for checking the somewhat intricate calculation by which the Director arrived at his result. But this they did not need to do. Their contention was that there is a tendency to foster Government education rather than aided, and that the policy prescribed by the Despatch of 1854 of fostering aided education and diminishing Government education, was not being carried out. To support this, the Director's revised figures are sufficient as they stand. The existence of the tendency in question seems to be established when the Director himself admits that the increased outlay on Government education is *six times* as much as the increased outlay on aided education.

4. In his fourth paragraph, the Director counts the outlay on direct Government education by the net expense alone, without adverting to the fact that the committee considers this mode of reckoning to be radically unfair. The grievance is not, as the Director represents, that there is "a small balance in favour of expenditure on Government schools of Rs. 2,706," but that while all increase of fees in aided schools is met by reduction of the grants, all increase of fees in Government schools is spent in the extension and development of Government education; and that, over and above this, a sum of Rs. 11,549 has been added even to the net outlay upon Government schools. We think it quite right that grants should be diminished as fees increase; but we think it equally right that the net expense of Government schools should diminish as fees increase in

them, and that the money thus saved should either be economised for general purposes or devoted to the extension of aided education. Instead of diminishing, the Director admits that even the net outlay on direct Government education is steadily increasing.

In connection with this subject it should be noted that both in his annual statistics and in his present calculations, the Director leaves wholly out of view one highly important branch of the expenditure on Government education; namely, that on pensions. In aided schools pensions are not given; while employment in Government schools carries pension with it. It is understood to be the rule that in all estimates of expenses of establishment, 25 per cent. should be added on account of pensions. This is omitted in the Director's statements of expense. If it be included, the Rs. 55,000 which he admits to have been added to the outlay on Government education will become more than Rs. 68,000 *per annum*.

5. In his fifth paragraph, the Director states that the principle on which Government and aided schools should alike be treated, is simply "that as great results should be produced as possible with limited funds available, and money should be spent where it is most needed." It is no doubt his opinion, as he implies here, and shows clearly by his practical administration and by the arguments in his eleventh paragraph, that money can be best spent and is most needed in Government schools. But this is diametrically opposed to the opinion expressed in the Despatch of 1854; and so long as that despatch remains in force, it is the duty of the Director to give effect to the opinions it expresses, not to his own opinions, however conscientious or consistent they may be.

6. It is a mere abuse of language to speak of 60 or 70 boys being educated in the Presidency College "at a profit to the State of 26 per cent." This result is got, as the Director himself admits (*see* paragraph 37 of his Reply to the Memorial), by counting only the *additional* outlay caused by the opening of the classes in question. Nothing is set down for instruction in vernacular or writing, for servants, superintendence and the like, though these things are as necessary for the maintenance of the classes as the part of their expense that is reckoned. The Director himself in his Annual Report includes these things when estimating for the information of Government the actual expenditure on the classes. In the paper under discussion he takes for granted that the entire expense of the classes is Rs. 1,440 per annum; but, as he shows himself in his Report for the year 1876-77, on page 3 of Appendix A, the actual outlay on the classes, when their whole expense is reckoned, is Rs. 3,978-14-2. If more than half of the actual expense is left out of account, there would be little difficulty in other schools showing a profit of 26 per cent. But nothing follows from such variable modes of counting.

The Director calls it "a delusion" to suppose that what has been done in the Presidency College cannot be done elsewhere. The particular thing he has in view can easily be done elsewhere, if the computation be made as the Director himself makes it in his Reports; for there are many schools in which the fees bear a better ratio to the expense than that of Rs. 1,940-8 to Rs. 3,978-14-2—the ratio in which the two things are there stated. But it is a mistake to think that *every*thing done by a Government school can be done equally by an aided school. Every one acquainted with India knows, though it is passed over without notice by the Director, that in the present state of feeling the mere name of Government is an immense attraction. When a Government and a non-Government school exist side by side, the latter must have decided advantages of some kind if it is to have a chance of even maintaining its existence. To set up new classes in a Government school is *ipso facto* to draw away boys from all non-Government schools within reach—especially the sons of Government servants and of members of the wealthier classes. It is granted that the feeling is not so strong in Madras as it was twenty years ago: but it is very strong still, and in the country it reigns unbroken.

7. In his seventh paragraph, the Director returns to the question of the lower classes attached to the Presidency College some years ago. The Government was gradually abolishing these classes of its own accord, as a measure of obvious general utility. This policy was changed only when it was found that the college attached to the Free Church Institution was rising in importance. If reference be made to the Reports of the Presidency College for 1869-70 and 1870-71, (in which the change of policy was first advocated), it will be found that the reopening of the abolished classes was avowedly directed against the Free Church Institution. This committee did nothing more than suggest that the policy that was acted on up to 1876 should be resumed. It did so mainly because so long as a Government school exists, attracting to itself as a matter of course a large proportion of the wealthiest and ablest boys, it is impossible for aided schools to raise their fees and become self-supporting as they ought to be. No fewer boys would be educated in Madras if all schools in it were aided schools; and it is probable that as large a proportion of those passing the matriculation examination would find their way to the Presidency College as do at present. The fact of the Presidency College being situated in immediate proximity to the dwellings of most of the educated and wealthy native residents in Madras, is enough to secure that a large proportion of their sons will become its students, wherever their school education may have been received. But even if classes became a little smaller in the Presidency College, it seems hard that the whole school education of a great city should be hindered from

supporting itself, and that public funds should be spent in grants—which are still needed only because the fees are low—all to obtain a few additional students to a favoured college—and a college which is so thoroughly equipped and efficiently conducted as to draw students from every quarter by its intrinsic merit alone.

8. In his eighth paragraph the Director states that in his previous remarks he has fully discussed the subject of the Madras Christian College. It is submitted that his previous remarks leave the real question quite untouched. That question is, why the Christian College, which from its history and position has a claim for very special aid, should receive only *one-seventh* of its expense from Government, while other colleges far more favourably situated are receiving one-third or more. In his previous remarks the Director has written many pages on side questions, but has not attempted to reply to this one. The only thing he has even tried to show, in reply to it, is that there is one aided college—that at Negapatam—which has so small an income from grants and fees combined that the aid given by Government is no greater in proportion to its need than he has assigned to the Christian College. Even this small point is not fairly stated. The plain fact is that if the net expense alone is reckoned (*i e.*, the expense after fees are deducted), 29½ per cent. of it, according to the Director's own figures, is provided for the Negapatam College by Government: whereas only 23 per cent. of its net expense is assigned to the Christian College. This shows, indeed, that the Negapatam College is not very much better treated than the Christian College; though the difference is still considerable. But it leaves unsolved the question why,—reckoning by net expense alone,—the Coimbatore College is aided to the extent of 58 per cent., the Tanjore College to the extent of 69 per cent., the Trichinopoly College to the extent of 83 per cent., while the Christian College stands at 23 per cent., though it is far the most unfavourably situated and difficult to maintain of any. The simple figures seem to show that the Christian College is treated with marked disfavour.

9. In his ninth paragraph the Director complains that no attempt is made to show how "the enormous estimate" of Rs. 5,000 for each of the new Government colleges instituted by him has been arrived at. It seems scarcely necessary to show it when Government colleges of the same class already exist, and when their net expense is stated in the educational statistics from year to year. Such Government colleges have existed for many years at Calicut, Rajahmundry, Bellary, and Mangalore.

According to the Report for 1876-77,—the latest procurable information,—the total and net expenditure on each of these stands as follows:—

	Total Expense.	Net Expense.
	Rs.	Rs.
Calicut	7,955	6,732
Rajahmundry	6,308	5,196
Bellary	6,496	6,100
Mangalore	6,323	5,489
	4)27,082	4)23,467
Average	6,770	5,866

When it is considered that the average net expense of the colleges of the same class already existing is Rs. 5,866 *per annum*, and that the new colleges will certainly have fewer students and therefore will raise a smaller sum in fees than the old ones, the estimate of Rs. 5,000 for each of the new colleges must be regarded as decidedly below the mark.

The Director's argument that South Arcot and Salem must have at least one college each because Tanjore has three and Tinnevelly two, is exactly parallel to maintaining that because there are so many colleges in Oxfordshire, Somerset and Cumberland must have one apiece. The committee maintains that the existence already of colleges in places so close at hand as Tanjore and Madras, renders it needless to establish new ones at Salem and Cuddalore. Besides, where is the process to stop? The Director says that boys matriculate too young to be "exposed for four years to the temptations and absence of restraint attendant on a four years' residence in a distant town." But boys from the villages will be quite as much from home in Salem as in Madras or Tanjore. Is every village to have a college? The committee maintains that there are colleges enough for the present wants of the community, and that a system of forcing higher education at Government expense is extremely wasteful and unwise.

In the same paragraph, the Director dwells on the inconsistency of the representatives of missionary education opposing the opening of new colleges, when missionary societies are opening new colleges of their own, and when the missionaries at Salem actually offered to Government to establish a college there. It is enough to reply that when it became known that the Director was determined to force on the opening of new colleges, there was no inconsistency

even in men who thought the opening of them unadvisable wishing them to be aided rather than Government colleges,—reckoning this the smaller of the two evils.

10. The Director devotes his tenth paragraph to repeating and endeavouring to prove the charges that "the substitution of mission for Government institutions without any reference to the wishes of the inhabitants is one of the main objects which the missionary societies are aiming at." It seems scarcely fair to ascribe to the committee motives which they have already expressly repudiated; but even if the committee's motives were such as are thus ascribed to them, it would in no way affect the arguments they have adduced. Moreover, there is, in the committee's view, no prospect of mission schools being opened at many, if any, places where Government schools exist, even if the latter were at once abolished. It is not to missionary societies but to the people of the country, that the committee look for supplying the want that would be caused if a beginning were made in withdrawing Government schools according to the policy of the Despatch of 1854. And it should be added that even existing mission schools would in very few cases indeed be gainers by the abolition of Government schools. It is seldom that Government and mission schools come into direct competition, for the simple reason that unless in exceptional cases it is not possible for a mission or any other aided institution to bear up against an institution that is backed by the overwhelming influence of a Government Department.

11. In his eleventh paragraph, the Director makes statements and adduces arguments which appear strong but do not stand examination. Some of his omissions and misapprehensions it is desirable to discuss at some length.

(*a*) It is probably true that Native gentlemen are satisfied with Government schools upon the whole; but it has no bearing on the point at issue. The committee has not in any way denied this. It merely expressed its belief that, if encouraged, local committees would, in many cases and in the course of time, undertake not unwillingly the duty that the Despatch of 1854 wishes them to take in hand.

Hindu gentlemen and Hindus generally are for the most part satisfied if all that is needed by the community is undertaken by Government, and they themselves relieved from trouble. In India at present it need not be expected that any large number of local bodies will put themselves forward to do anything of which Government will relieve them. Similarly, Native gentlemen will be more than satisfied if Government will undertake for them the care of roads, bridges, sanitation, and all other matters of the kind. But this notorious fact has not prevented the setting up of municipalities and local fund boards everywhere throughout the country. Now what the committee maintain is that with proper encouragement it will be easier to get local bodies to take an interest in schools than in any other local institutions. If there was a great department opposing itself to the development of local effort in those other matters, it could use the argument of Native gentlemen being satisfied that all local affairs should be managed by Government, exactly as the Director uses this argument in the case of schools.

(*b*) The Director states that Government schools are more efficient than aided schools, and adduces in proof the statistics of the matriculation examination. On this,—omitting the question of how far passing an examination is to be accepted as a test of true educational efficiency,—these remarks should be made:—

(1) The comparison seems to us to be eminently unfair. Government (very properly) planted its schools at first in the most favourable situations it could find, generally in the chief town of an important district, where of course a school should have the best results. Aided schools generally are in all sorts of situations: a few as favourably situated as those of Government, but the great majority much less so. If the comparison were made in the only fair way, *viz.*, between Government schools and the aided schools that are as favourably situated, the result would be very different.

(2) The state of feeling in the country is such that without any superiority in a Government school, the sons of the better classes are generally sent to it, especially the sons of Government servants, simply because it is a Government institution. Having better material, Government schools naturally show better results.

(3) There are few Government schools in country districts that have any opposition. There are few aided schools of the class sending boys to matriculation without opposition. Now in India the common effect of rivalry between two schools in a country town is not to increase the efficiency but to lower the standard of both. Improvement in this matter has indeed begun, but at present where there are rival schools each is apt to attract pupils by placing them in classes higher than they are fit for; pupils are removed on the slightest cause from one school to the other; discipline grows lax, and both schools are less efficient than either of them would be if it were alone. This is a matter of familiar experience, which it is certain that the Director will not deny.

These and similar causes go far to account for any superiority that there is on the part of Government schools. If the policy of the despatch were acted on, these causes would cease to

operate. It is remarkable that with so many difficulties there should be no greater difference between the results attained by aided and by Government schools than the difference between 33 and 45 per cent.

(*c*) Though it were granted that there is a greater superiority on the part of Government schools than these causes are sufficient to account for, it must be remembered at what a cost this small superiority is gained:—the cost of the exclusion of religion from all education, without which,—at least in the opinion of this committee,—efficient teaching even of moral duties is impossible. This exclusion must soon become hopeless and complete if the policy of repressing aided education is maintained. There is nothing to prevent the direct and efficient teaching of moral duties in either of the two great classes of aided institutions. In mission schools the thing is actually done. In schools managed by committees of Native gentlemen, or local committees of any kind, there could be no objection to its being done if the managers desired it. This committee is of opinion that in many such schools the attempt to inculcate the principles of morality would be made, and made not unsuccessfully, if the overpowering example of Government in favour of an absolutely secular system did not hinder it.

(*d*) The actual condition of aided schools gives no criterion of what they may become. It is only the best specimens of them that should be taken into account in this connection. That some of them are equal to any Government schools even the Director will not deny: at all events he has not denied it. Now the tone in which the Director has written in all his papers shows very clearly what his feelings towards aided education are, and serves as a sufficient index of the action of his Department towards it hitherto. If even with such discouragement from the Educational Department, aided schools upon the whole approach Government schools so nearly, and if some of them are as good as any Government school, why should not the best possible educational results be attained if the Department frankly adopted the policy of the despatch and made it its business to develop and improve aided education, instead of promoting direct Government education at its expense?

(*e*) The Director plainly makes no account of the wise remark of the Despatch of 1854, to the effect that the system of grants-in-aid possesses the advantage "of fostering a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation." The system of having education entirely supplied and managed by Government cannot but discourage and repress local activity in the very line of action along which it would, in Southern India at present, find its way most naturally. To this committee it seems that the superiority of Government schools in pushing their pupils through examinations would not compensate for this, even though that superiority were really as great as the Director thinks.

(*f*) But the most important point of all remains to be brought forward. In his eleventh paragraph the Director appears to us frankly to admit that it is his aim to reverse the policy of the Despatch of 1854. All that the memorial asked was that some beginning should be made in carrying out that policy. What it complained of was that the tendency seemed to be in a reverse direction:—that direct Government education was being developed and extended, and that there was not even the smallest sign of its giving way to the system advocated in the despatch. The Director's main reply is his attempt to show that Government schools are so superior to aided ones that their withdrawal would be "disastrous to the cause of sound learning." As the memorial did not ask that they should be all withdrawn suddenly, this can only mean that they must be permanently maintained. Now, if direct Government education be really so superior (though in the face of the considerations adduced above, it can hardly be maintained that its superiority has been proved), there may be sufficient reason for reversing in a legitimate way the policy of the despatch. It does not, however, follow that the Director should refuse to act upon that policy so long as it is still avowed. If the Governments in India and at home, after fully considering the question in all points of view, announce that the policy of the despatch was mistaken or premature,—if direct Government action in education is henceforth to be developed and other efforts to be repressed,—this discussion will be at an end. Missionaries and all who are interested in aided education must in that case accept what they cannot help, and adapt themselves as best they can to the altered conditions of the case. Meantime they are making efforts and spending means on the encouragement of a certain clearly expressed understanding. If that understanding holds good no longer, they ought to be distinctly told so. If it still holds good, it seems scarcely right that a Government official and a Government Department should be allowed to make it gradually void, and to substitute for the policy that is avowed by their superiors a very different line of action which (rightly or wrongly) they consider preferable.

On behalf of the Missionary Executive Education Committee.

WILLIAM STEVENSON,

Madras, 22nd April 1880. *Secretary.*

(L.)

THE DIRECTOR'S THIRD REPLY.

From COLONEL R. M. MACDONALD, Director of Public Instruction, to the Chief Secretary to Government,—No. 2820-P., dated Madras, 17th June 1880.

I have the honour to submit the following remarks on the memorial and memorandum of the Executive Missionary Education Committee of the 22nd April 1880, referred to me under endorsement, No. 1190, of the 4th June 1880.

2. The committee still endeavour to make out in paragraph 2 that there was nothing erroneous in their mode of putting the case as regards the direct effect of the grant-in-aid rules of 1864. The matter is of little importance, but I think that I have sufficiently shown that the statement in its original form was calculated to create an erroneous impression of the real cause of much of the increase of schools under inspection during the period referred to.

3. In paragraph 3 the committee explain that the expression "present educational administration" was not meant to refer to me individually, but referred equally to my predecessor, who "acted on the same general line of policy." Mr. Powell was the Director of Public Instruction from October 1862 to March 1875, and, if the whole of this period is intended to be included, the term "present educational administration" would apparently also mean "past educational administration," very much in the same way as a reference to the salary grant rules of 1864 is declared to be also a reference to the results grants rules of 1868. Seventeen years is such a long period that it is scarcely possible to understand how the term present can really have been meant to apply to it. I may also be permitted to point out that, whatever the committee may say now, the four specific instances, which were declared in paragraph 8 of the memorial to afford good grounds for serious apprehensions regarding the existence of a tendency to reverse the declared policy of Government, were all clearly directed against me alone, and had no reference whatever to my predecessor, except in one instance and then only by way of contrast. In this case they declared that my procedure was in such complete contrast with that followed when the revised rules of 1864 were framed, that they could not but fear that it might indicate a different line of policy. This particular charge has been shown to be perfectly unfounded and it has been since retracted, but the remarks on the other specific instances given were all equally explicit, and there can be no doubt that Mr. Powell was in no way referred to in them. Paragraph 8, in which these specific instances are given, certainly seems to me to imply that I am responsible for the alleged increased expenditure on Government institutions, and the alleged decreased expenditure on aided schools, for these four specific instances are merely brought in as additional evidence of the tendency of which the memorialists complain. It is only since I have shown how the case really stands on this point that the committee have shifted their ground. But, having taken up the new position which they have, they are bound, I think, to point out what portion of the increased expenditure it is that they object to, and it would then be possible to show who is, directly or indirectly, responsible for the objectionable items. Both the memorialists and the executive committee seem in various passages to suppose that the educational policy of Government is dictated by the Director of Public Instruction, and they appear to entirely lose sight of the fact that this officer is merely the head of a department without any power to make the smallest addition to the establishment of any Government institution. Every question relating to establishments must be submitted to Government. In some cases the matter goes before the Government of India. In very important matters the sanction of the Secretary of State is required. If the charges given in paragraph 32 of my letter, No. 1737, of the 1st May 1879, are examined *seriatim*, it will be seen that several of the most important ones are items for which the Secretary of State is ultimately responsible. The raising of the provincial school of Combaconum to a college, the creation of a chair of physical science in the Presidency College, the establishment of a graded service for the superior officers of the Educational Department, and the increase of Mr. Porter's salary, have all largely contributed to the increase of gross expenditure complained of, but these measures have all been sanctioned by the Secretary of State. All the other items relate to expenditure sanctioned either by the Government of India or by the local Government. The money spent on these various items might, of course, have been spent on increased grants to aided schools, but the real question at issue is whether the charges are such as should or should not have been incurred. As far as I can see, the memorialists and the committee have no real grievance in connection with this expenditure, and are unable to point to a single item as open to objection.

4. In paragraph 4 the memorialists complain that, while all increase of fees in aided schools is met by a reduction of grants, all increase of fees in Government schools is spent in the extension and development of Government education. It has been distinctly shown that in the period

referred to there was an increase instead of a reduction of grants. The aided schools thus received an increased income from school fees and an increased income from Government grants. It is possible that this increased income from school fees may have been devoted to other purposes, but surely it might have been spent in the extension and development of aided education.

5. The committee point out that, both in my annual statistics and in the calculations referred to by them, I leave wholly out of view one highly important branch of the expenditure on Government education, *viz.*, that on pensions. They understand it to be a rule that in all estimates of expenses of establishments 25 per cent. should be added on account of pensions. If the term "annual statistics" refers to those published in the Reports on Public Instruction, there is no such rule in existence as that stated. There is a certain form in which all applications for changes of establishments must be made, but even in this form, which is intended to show clearly the financial effect of any change proposed, there is no column for pensions. In the case of officers transferred from Government to foreign service, a contribution is levied of one-fifth of the salary which the individual receives from his employers, and this is perhaps the rule which the committee refer to. It is obvious, of course, that whatever percentage is added on account of pensions is so much added to the total, but, whatever the total may be, the real questions at issue still are whether the charges which make up the total were justifiable or unjustifiable, and who was responsible for them. It will probably, however, be admitted that increased gross charges, even if they include pensions, may be legitimately met by increased receipts if such receipts are forthcoming, and the committee can scarcely be right in calculating that air-pumps and physiological charts receive pensions. This is, however, what they have done, for one of the items of the gross total of Rs. 55,327-2-6 is as follows:—

	Rs.	A.	P.
Adjustment charges on apparatus for teaching physics, physiological charts, &c.	6,371	14	8

6. The committee in paragraph 5 seem to me to again misrepresent what I have stated. They assert that I imply that money can be best spent and is most needed in Government schools. The words used are: "In England the educational grant is continually growing. In India, under the decentralisation scheme, a fixed sum is assigned to each local Government for provincial services, and all that seems possible is to make the most of the limited sum available by gradually reducing the grants to schools which are to a large extent self-supporting, and giving new grants to those schools which are most in need of aid."

7. It seems unnecessary for me to go again into the question of the financial result of re-establishing an upper and lower fourth class in the Presidency College. All the figures and facts have been already given, and it has, I think, been sufficiently shown that the additional outlay incurred by Government has been more than covered by the receipts. Any other institution in Madras or elsewhere can produce exactly the same results if the same number of boys join the classes and are willing to pay the same fees. It has been already explained that, although this measure has been a source of profit to Government, the gain is, in the annual statistics, not all credited to the middle school, but spread over the whole institution. The statistics are prepared in accordance with certain rules under which each department is debited with a share of the salaries of the teachers employed in it, and also with a share of the charges for servants. The master of the upper fourth class receives Rs. 70 a month for teaching thirty or forty boys who pay Rs. 2-8-0 each, or from Rs. 75 to Rs. 100 in school fees. He, in most schools, would have to take them in every subject, or, if he did not do so, he would, during the hour or hours that some other teacher was engaged with his class, have to teach some other class. Similarly, the master of the lower fourth class, who receives Rs. 50 per mensem for teaching thirty or forty boys, who pay Rs. 2 each, would, in ordinary schools, have to take them in every subject, or would, if relieved during any portion of the school-hours of the charge of that particular class, have to take some other class. In the Presidency College all the vernacular languages, except Uriya, are taught, and Sanskrit is also taught, and, as there are teachers for all these languages the instruction in the Vernacular and in Sanskrit is entrusted in the upper and lower fourth classes to these men, and not to the class masters. The effect of this is to throw a part of the cost of their salaries on the middle department. Dr. Oppert himself devotes some time to this department, and, as his salary is Rs. 700 a month, every hour that he spends in teaching Sanskrit in this department adds enormously to the apparent cost of these classes. Whatever is, however, debited in this way in the middle department leaves so much less to be debited to the college and high school. The same remark applies to servants. Although the present arrangement does, on the whole, reduce the cost of the institution, the financial effect is not quite so great as it would be if there were other classes in which the two additional masters could be employed when not otherwise engaged, but, unlike other institutions in Madras, the Presidency College has no classes below the lower fourth.

8. The circumstances which led to the abolition of some of the school classes in the Presidency College and to the re-establishment of two of them have been already fully explained. They were abolished at one time because the Presidency College had at that time a monopoly of

higher education. They were re-established because it lost that monopoly. Not a single institution can be pointed out as having sustained any appreciable injury from this measure. The statement that the existence of these classes renders it impossible for aided schools to raise their fees and become as self-supporting as they ought to be is wholly incorrect. A committee was appointed some years ago to revise the scale of fees, and they made no changes in the scale of fees for the primary and middle classes, because the existing scale was considered sufficient to pay the salaries of the masters and so leave a small margin for other expenses. There is nothing to prevent the managers of aided schools from charging the same fees in the upper and lower fourth as are charged in the Presidency College. Their pupils could not go to the Presidency College, for there is no room there for them, and as regards the third, second, and first classes, it is obvious that the difficulty is purely imaginary, as there are no such classes in the Presidency College.

9. There is a separate correspondence relating to the Madras Christian College, and in this correspondence every point which has been brought forward in connection with the grants of this institution has been discussed. As the whole of this correspondence has been submitted, or will probably be submitted, to the Secretary of State, it seems sufficient here to quote the following extract from my letter, No. 2656, of the 9th instant, which is now before Government :—

"Mr. Miller has again entered into various calculations as to the proportion of the grant to the net expense of the Madras Christian College as compared with other institutions. If it were intended that every institution should necessarily, as a matter of course, receive a grant proportionate to its expenditure, it might be worth while to go on discussing these figures, but it appears to me that already too much time has been devoted to calculations which really led to no practical result. There is a certain maximum rate at which grants can be given, but, as a matter of fact, grants are not necessarily given at these rates. As shown in the previous correspondence, it was decided many years ago that all additional grants to colleges and high schools in the town of Madras should cease. As long as the grants remained stationary and the school fees increased, it was possible for any institution in the town of Madras to increase its gross expenditure without any additional drain on the society with which it was connected. In this way the tendency was for the grant to bear a constantly decreasing proportion to the gross cost. In certain cases the school managers may have come in possession of additional funds from other sources, and in such cases the grant would necessarily bear a still lower proportion to the gross expenditure. This had been the case with the Madras Christian College, when it was resolved in December 1878, not only to restrict, but to reduce the grants in certain flourishing institutions which no longer needed so large an amount of aid as they had hitherto received."

10. In paragraph 9 the committee explain how they have arrived at their estimate of Rs. 5,000 for each of the new Government colleges. This explanation shows that they entirely misunderstand the question and that they have altogether ignored the facts and figures given by me in my previous letters. It is erroneously assumed that the new colleges are of the same type as the old provincial schools and must therefore necessarily cost the same. It is also erroneously assumed that when a high school is raised to a second-grade college, the old establishment remains unchanged and that such masters as are employed in the college department are additional masters whose salaries form a new and additional charge *minus* such sums as may be realised from school fees. The fact is that the old provincial schools were intended to be institutions educating up to the B.A. degree, and that a scheme of study going up to that standard was published many years ago for the guidance of the head masters of these schools. The salary of the masters of these provincial schools was fixed at Rs. 500, in the expectation that for this amount the services of gentlemen capable of carrying out this programme would be secured. Mr. Thompson, Mr. Porter, Mr. Metcalfe, Mr. Fortey, Mr. Marden, Mr. Caldwell, and many others all commenced their career as head masters of provincial schools. As yet the only two provincial schools in which the expectation above referred to has been realised are the provincial schools of Cumbaconum and Rajahmundry, both of which have been constituted first-grade colleges. But it was many years before this result was achieved at Combaconum and Rajahmundry, while at Bellary, Calicut, and Mangalore the teaching has never yet gone beyond the F.A. standard. The question of establishing B.A. classes in these institutions has at distant intervals come up, but owing to various causes it is quite uncertain when the original design will be carried out. The Salem, Cuddalore, and Madura colleges are intended to educate up to the F.A. standard only, and I have never proposed or intended to propose that the head masters of these institutions should, as regards salary, be placed on the same footing as the head masters of the Calicut, Mangalore, and Bellary colleges. I consider that the salaries of the head masters of these minor colleges should be ultimately fixed at Rs. 300, rising by biennial increments of Rs. 20 to Rs. 400. These posts should, I think, be reserved for East Indian and Native graduates who have distinguished themselves as head masters of high schools, assistants in colleges, and deputy inspectors. Such men will, of course, not be equal in some respects to gentlemen who have taken high honors at home, but the country cannot afford to pay the salaries which are necessary to secure the services fo such men, and it is besides desirable on other grounds that there should be some posts of this kind to which deserving men can be promoted. No proposals for giving even these moderate salaries have as yet been submitted. The persons who are now head masters of these colleges have not been specially selected for the posts which they are filling. They happened to be head masters or acting head masters of certain high schools and have in this way become head masters of colleges. All of them are, as it were, on probation, and at present they continue to draw the salaries which

they have been hitherto drawing as head masters of high schools. These salaries rise from Rs. 200 to Rs. 300. In future returns the salaries of these head masters will of course be debited to the college instead of to the high school, but, for the present, at all events, there will be no real increase in the expenditure in consequence so far as they are concerned. As a general rule, when a high school is raised to a college, two additional assistant masters are required, but in all the cases referred to these have been obtained from reductions in establishments and increased fee receipts in the new colleges. I can only repeat that Government has been as yet put to no increased expense in connection with these colleges. A further increase of Rs. 100 per mensem in the salaries of the head masters is contemplated, but even this will not be proposed until the source from which the charge is to be met can be indicated. The supposition that there will be an increased outlay of Rs. 5,000 in connection with each of these colleges has therefore no foundation whatever. With regard to the statement that these new colleges will certainly have fewer students than the old colleges, I may mention that whereas the Bellary College had on the 31st March 1880 seven students, the numbers in the new colleges of Salem and Cuddalore on the same date were eighteen and nineteen. The committee observe that my argument that South Arcot and Salem must have at least one college each, because Tanjore has three and Tinnevelly two, is exactly parallel to maintaining that, because there are so many colleges in Oxfordshire, Somerset and Cumberland must have one a piece. To make the cases exactly parallel it would surely be necessary to show that Tanjore and Tinnevelly are each the seat of a University such as that of Oxford, and it would be also necessary to show that there are no institutions in Somerset and Cumberland in which a youth can acquire the very moderate amount of knowledge which is required for the first examination in arts of the Madras University. With regard to the statement that the London Missionaries of Salem considered it unadvisable to establish a college of any kind at Salem, and only proposed establishing an aided college there, because they knew that I was determined to force on the opening of new colleges, I may remark that not the slightest intimation of anything to this effect is to be found in their letter, recorded in G.O., No. 149 of the 26th April 1879. The committee pass over the fact that the action of the missionaries has been by no means confined to this case, and that they have been, and are, multiplying colleges in towns in which not even this plea for inconsistency can be set up.

11. There is very little in paragraphs 10 or 11 which calls for any special remark. With regard to the statement that Government planted its schools at first in the most favourable stations it could find, generally in the chief town of an important district, I may again refer to the list already given in paragraph 3 of my letter, No. 1737, of the 1st May 1879, of large and important towns which have been deliberately left without any Government schools for general education, *viz.*, Vizagapatam, Vizianagram, Cocanada, Masulipatam, Nellore, Vellore, Tanjore, Negapatam, Mannargudi, Trichinopoly, Pallamcottah, Tinnevelly, Coimbatore, Ramnad, Conjeeveram, and Chidambaram. Nearly all these stations are far more favourable localities for schools than, for instance, Kurnool and Cuddapah, at which Government schools have been established.

12. The committee consider that the superiority of Government schools is obtained "at the cost of the exclusion of religion, without which efficient teaching of even moral duties is impossible." "There is nothing," they add, "to prevent the direct and efficient teaching of moral duties in either of the two great classes of aided institutions. In mission schools the thing is actually done. In schools managed by committees of Native gentlemen or local committees of any kind, there would be no objection to its being done if the managers desired it." This seems to mean that moral training is attended to in mission schools, that it might be attended to in Hindu or Muhammadan schools, but that it cannot be attended to in Government schools. This seems to me a very extraordinary proposition. The following extract from "Standing Orders for Government Schools and District Book Depôts" will, I trust, show that the moral training is not wholly neglected in Government schools:—

Moral training.

"Government schools being conducted on the principle of religious neutrality, no creed is taught in them, but the great truths of natural religion and morality are common to all mankind. The reading books contain lessons on benevolence, justice, truth, purity, and order, and they inculcate the existence of a Supreme Being, who reveals his power and goodness in the works of creation. Both English and Oriental literature teem with noble sentiments. History is full of heroic deeds. It is also full of great crimes and should 'be constantly used to exercise the moral judgment of the young, to call forth sympathy with the fortunes of the human race, and to expose to indignation and abhorrence that selfish ambition, that passion for dominion, which has so long deluged the world with blood and woe.' Every teacher will take advantage of suitable opportunities for cultivating the moral sense of the pupils entrusted to his charge, but it must be remembered that example is more efficacious than precept, and that the tone of a school will largely depend on the personal character and conduct of the masters, and especially of the head master. It is, however, mainly in the play ground and in the home circle that the character is formed and moral precepts are reduced to practice. By mixing occasionally with the pupils in their sports and out-door exercises, the teachers will find opportunities of discountenancing quarrelling, bullying, the use of bad language, cruelty to animals, and other vicious practices, but no attempt should be made to learn what goes on out of school by encouraging the practice of tale-telling. Complaints are sometimes made that the system of education now in vogue has an unfavourable effect on the manners of the pupils, and that they are apt to be wanting in politeness and respect of their elders and superiors. It will be the duty of the teachers to check any exhibition of this spirit, but, on the other hand, they should not encourange any return to the cringing servility which sometimes characterised the old school. Schools

in large towns are often attended by pupils who come from a distance and have no relations or friends to receive them. Lodging-houses should, if possible, be established for the reception of such pupils under the care of the masters or of other respectable persons. In these lodgings the pupils would live more comfortably and cheaply than in stray lodgings; they would work with less interruption and be less exposed to temptation. The precise nature of the arrangements to be made must depend on local circumstances."

As far as I have had an opportunity of judging, men brought up in mission schools are not more religious or moral than those who have been educated in Government schools. In both cases the education which they receive seems to have the effect of shaking their faith in their own religion, but it does not make them Christians, and sometimes the system now pursued in mission institutions seems to have the effect of engendering a hatred of Christianity. Many earnest and experienced men are beginning to doubt whether the moral effect of compelling a boy to receive instruction in a religion which he disbelieves is altogether wholesome, and fear that it has a tendency to make him a hypocrite. The Reverend Mr. Liston, Acting Senior Chaplain of the Church of Scotland, has recently published a pamphlet on "Christian Colleges as a Missionary Agency," from which the following extracts are taken :—

"Besides, I believe the propriety of missionaries engaging in the higher education, to the sacrifice of evangelistic work, is a subject which should be more ventilated and discussed at home than has hitherto been done. I believe the public in Scotland are not aware of the true merits or demerits of this system as a missionary agency, and, if it were represented in its true light I fear it would not receive that support which has hitherto been accorded to it."

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"And, perhaps, you will allow me to add here a few additional reasons that seem to me to militate against the usefulness, in the missionary sense of the word, of the so-called Christian colleges, but which in my idea differ very little indeed, except in name, from the Government colleges.

"And the *first* reason I would offer is, the utter barrenness of the missionary fruits that have hitherto sprung from the efforts put forth in the direction of the higher education. We have, indeed, turned out from these institutions sharp, clever sceptics. These can be counted by the score and by the hundred, but I am not aware of any instances of true conversions or of additions to the Church of Christ brought about through the agency of our Christian colleges."

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"In former days the ambition of the missionaries was to gain so many natives over to the cause of Christ, and education was regarded as useful only so far as it helped to this result. Now-a-days, it seems to me, education is regarded by some of our missionaries as an end in itself, and their pride is to pass so many candidates for honours at the Madras University."

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"It will not do to say 'Oh! we can teach the Bible in these colleges even though it is not prescribed by the University authorities.' We can, no doubt, if we please. But then, if we do, we will be guilty of two things which are not commendable: *First*, we will be teaching the Bible under false pretences. This institution professes to be a college, and a college exists for the purpose of qualifying for a degree. But then the authorities of this college declare their object is not so much to qualify for a degree as to be able to teach the Bible to advanced students. If this is the object, then, I submit, the term 'Christian *college*' is a mere misnomer. If it is not this, then it is quibbling of a most puerile character. And the natives are sharp enough to take advantage of our quibbling. They are ready to take advantage of the largest amount of secular education that will qualify for a degree at the very cheapest rate, as it is offered at the Christian college, with the least possible amount of Bible instruction. And in this way the Christian college defeats its own object. And this is no mere fancy of my own, but it is the result which practical missionaries, labouring in this very field, have already experienced. The establishment of Christian colleges, instead of increasing the love and study of the Bible, has diminished this to a considerable extent. Thus, Mr. Ellis, whose voice, alas! is now silenced in death, writing in the April number of the *Indian Evangelical Review*, records this fact—'We cannot of course assert dogmatically that the Bible-teaching in our schools is resultless because, and only because, of their connection with the Universities; but we do know that, before the establishment of that connection, results were obtained which are absent now.' The *second* thing we will be guilty of is, that we will be wasting the time of the student, so far as his obtaining a degree is concerned, by so much time as is occupied with this religious instruction. Remember, I do not say that the study of the Bible would be a waste of time to any one, far less to the Native students. But what I mean is, that these students attend college for the purpose of qualifying for a degree. That is the purpose, and the sole purpose, for which they pay their fee to the institution. And as the Bible is not prescribed as a text-book in the curriculum of the University, the teaching of it, in this light, becomes a waste of time. The natives thus come to look upon the study of the Bible, not as a pleasure, but as a premium they have to pay for the lower scale of fees charged in these institutions compared with the Government college. The writer above quoted bears testimony to this fact from his own experience. He says that now 'the Bible is looked upon with a more unfriendly eye than formerly, and it is admitted amongst a student's books at a missionary institution, not because he has any interest in the study of it, but merely because his teachers there are considered more capable of getting him up in the subjects which *must* be studied.'

"There is one condition under which I can conceive it would be legitimate, and almost necessary, for missionary societies to establish such high educational institutions. And that is if there were no opportunities offered to the Natives of attaining to the higher branches of learning. Then it would be a philanthropic undertaking, and it would be of unspeakable benefit to the public that such colleges should be established. But this condition does not at present exist. It is upon the Government that such a duty legitimately devolves, and they have not been blind to the necessity, nor shirked their responsibilities in this matter. The Government have, at great expense and much annual outlay, met the wants of the public in this respect. We have the Presidency College and other Government institutions where all who are anxious to have the letters F.A. or B.A. affixed to their names have the opportunity of gratifying their desire, if they have the ability and perseverance to master the subjects prescribed. In these circumstances the establishment of a Christian college ceases to be a philanthropic enterprise. It becomes a work of supererogation and a waste of money into the bargain, as I shall endeavour to show when I come to answer

the last question proposed. Taking an unbiassed and impartial view of the whole case, it seems to me that these missionary colleges do not rest solely upon the Christian foundation the name seems to imply, and I cannot help feeling there is an element of direct opposition and antagonism to those efforts which the Government are putting forth for the welfare and progress and advancement of the inhabitants of this land.

"Now, this is a most serious subject, and it is a position which I believe to be not only financially false, but very nearly morally wrong. It is putting the missionary in antagonism to the Government which they are bound, under the laws of Christianity which they preach, to support. If the Natives are taught by the missionaries to believe that the Government under which they live are atheists and unbelievers, and that their chief object in their colleges is to make the pupils 'self-seekers,' 'time-servers,' and men of 'a low moral tone;' if this is not a slander on the Government, it is certainly not at all honourable to the Christianity which Government, in common with the missionary, believe, and it is not calculated to make Christianity more attractive to the Native. I regret that a missionary of such a high standing as Mr. Miller of the Free Church College, Madras, should have brought such a charge against the authorities. It is simply a gratuitous assertion on his part. If it can, it is clear enough it has never yet been proved. The professors of the Presidency College might, with just as much foundation and reason on their side, retaliate that our missionary colleges were turning out hypocrites, formalists, and deceivers. But the principal of the Presidency College has shown a better Christian spirit and refused to take this course, as can be seen in his letter to the *Madras Mail* in reply to Mr. Miller's accusation. In the matter of education I believe the Government are doing wisely and well and to the full extent that is demanded of them. Let us have more confidence in their honest, earnest desire to do good, even though their efforts in this direction be not the precise copy of the method which *we* would follow, and it will be better, far better, for all parties than this kind of railing."

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"I cannot better conclude my remarks on this subject than by quoting the closing observations of the author already referred to: 'We believe the time has come when men have become sensible of the fact that the University course, University examination, and University degree as a means of fitting a man for practical, useful, and beneficent life are a delusion and a snare. And we make bold to say that the majority of sensible people throughout the land would hail a better system with joy. If the great missionary institutions would with one accord throw off the yoke and determine henceforth to seek to prepare men for real life—leaving it to themselves to take a degree or not as they pleased—affording them such facilities for doing so as they could, after the more practical and useful course had been passed through—and declare thus openly and honestly to the Indian world their true mission—we firmly believe they would in no wise be sufferers—nay, on the contrary, they would be gainers. They would, by doing so, place themselves on the only sure footing proper to missionaries of Christ, and by turning out men qualified for life—imbued with Christian morality and common sense—they would gain in their own proper self-esteem and in the esteem of every right-minded Hindu and Muhammadan and in the esteem of the King whose kingdom we are here to people. We then might set ourselves to the business of life—not the glory of the University—not the glory of the college or school with which we are connected—but the glory of Christ, in the immediate salvation of pupils who, it might be, would be drawn from a more humble sphere than now, but would be equally acceptable, when presented in the robe we bring them, as the very highest in the land."

13. Under the system now pursued, all schools in which English is taught, whether Government or aided, are rapidly becoming self-supporting. It has been shown that some are already entirely self-supporting, and, if both classes of institutions are maintained, it is probable that in a very few years they will cost the State nothing and may then be largely multiplied. It is possible that, if this had been foreseen when the Despatch of 1854 was framed, the despatch might have been somewhat differently worded. I think that it may be fairly asserted that the Government schools have done far more than the aided schools in teaching the inhabitants of this Presidency that, if they want to give their children a good education, they must pay for it. It is in these schools that the highest fees have always been levied and that the example has been set of gradually raising these rates. In many cases it is cheaper now for Government to have a school of its own than to give a grant to an aided school. It is undoubtedly the fact that, although a few Government schools have been occasionally closed, no general measure for closing Government schools and replacing them by aided schools has been proposed in this Presidency, but in this respect the course pursued here does not differ from the course pursued in other parts of India.

(M.)

GOVERNMENT ORDER.

Order on the above, 12th July 1880, No. 269,

The memorial of the Executive Missionary Educational Committee, together with a copy of the Director's letter, will be forwarded to the Secretary of State, accompanied by a letter stating that His Grace the Governor in Council is of opinion that the memorialists have no just ground of complaint against the policy impugned.

(True extract.)

R. DAVIDSON,
Chief Secretary.

(N.)

CONCLUDING MEMORANDUM.

The committee deem it desirable to close the discussion by a few remarks on Colonel Macdonald's reply to their memorial to the Secretary of State, and accompanying memorandum.

2. In this reply, as in his previous papers, Colonel Macdonald says much about the bearing of the present discussion on himself personally. This is an aspect of the question that the committee has never made prominent, and has no desire to dwell on. It is important, however, to observe how Colonel Macdonald argues as if the whole question would be disposed of if he could succeed in showing that the Government of Madras, or the Secretary of State, is responsible for the items of expenditure in the rapidly increasing outlay on direct Government education. This appears throughout the third paragraph of his reply. Similarly, in the conclusion of his paper, paragraph 13, he seems to hold that the failure to carry out the policy of the Despatch of 1854 by gradually removing Government schools, is sufficiently defended by the statement that "the course pursued in Madras does not differ from the course pursued in other parts of India." But the question of who has been responsible for the course that has been pursued, has no real bearing on the plea of the memorial. The gist of that plea is this:—That the Despatch of 1854 prescribes that Government institutions for the higher education are to be gradually given up as other institutions rise to fill their place; but that, instead of this, Government institutions are being so extended and strengthened that their removal will soon become extremely difficult, if not impossible.

No doubt this committee has indicated an opinion that the constant strengthening and development of direct Government education is largely due to the suggestion of Directors of Public Instruction:—but the correctness or otherwise of this opinion is entirely a side point. If still higher officials have deliberately extended and strengthened the system of direct Government education, it only makes the cause of complaint more grave. And if the failure to carry out the policy of 1854 be universal throughout India, it only makes it more clear either that a change of policy ought to be openly declared, or that the policy of the despatch should begin to be carried out.

3. In paragraph 4 of his reply, Colonel Macdonald evades the point of what the committee has contended for. It seems desirable, therefore, to re-state the real question.

The principle on which grants to aided schools have been recently reduced is, that as fees increase grants should be proportionately diminished. The committee has said nothing against this principle, or against its being practically applied. It maintained, however, that the same principle should be applied to Government schools, and that when fees increase in them the amount thus set free should be applied either to purposes of general utility, or to the extension of aided education as provided in the Despatch of 1854. This has not been done. On the contrary, the Director expressly claims that all the money saved by the increase of fees in Government schools may be legitimately applied to the enlargement and development of these institutions. He admits, too, that not only have all savings been employed in this way, but that a large sum besides has been devoted to the same purpose. This appears to the committee to be indefensible.

With regard to the additional income drawn by aided schools from increased fees up to the time of the late reductions, there is ample proof in the annual statistics that it was "spent in the extension and development of aided education."

4. In paragraph 5, Colonel Macdonald withdraws attention from the real point at issue. He announces that Rs. 6,371-14-8, out of the increase of Rs. 55,327-2-6 on the net annual outlay upon Government schools, was spent on apparatus, and that "the committee can scarcely be right in calculating that air-pumps and physiological charts receive pensions." It may be quite true that on *one-ninth* of the additional expenditure the 25 per cent. for pensions should not be reckoned. Yet surely this does not in any way affect the general principle that an estimate for pensions must be added if the real expenditure upon Government schools is to be fairly calculated.

5. In paragraph 6 Colonel Macdonald complains of his views being misrepresented. The original words are not very clear, and certainly this committee does not object to the principle that the most should be made "of the limited sum available by gradually reducing the grants to schools which are to a large extent self-supporting and giving new grants to those schools which

are most in need of aid." It is admitted, however, that an increasing amount of the limited sum available has been spent on direct Government education. It is also believed that a large proportion even of the amount saved by the recent reduction of grants, has been, or will be, devoted to the same purpose. This policy the late Director not only acted upon, but has expressly defended in all his papers. He has no ground of complaint if his words are interpreted where they are ambiguous by the light of his well-known and admitted views and practice.

6. In his seventh and eighth paragraphs, Colonel Macdonald reverts to the question of the reopening of a middle school in the Presidency College. The committee will not travel again over the old ground; but some of the statements now made for the first time cannot be allowed to pass unnoticed—

(*a*) It is a mere truism to say that "any other institution in Madras or elsewhere can produce exactly the same results if the same number of boys join the classes and are willing to pay the same fees." But this leaves out of account,—what Colonel Macdonald must be well aware of,—that, in the present state of feeling, the mere fact of a school being a Government school and supported by the influence of a Government Department, draws pupils to it and makes them willing to pay higher fees than they would pay to a school admitted to be as good or even better but destitute of Government prestige.

(*b*) It is incorrect to say, as Colonel Macdonald says:—"There is nothing to prevent the managers of aided schools from charging the same fees in the upper and lower fourth as are charged in the Presidency College. Their pupils could not go to the Presidency College, for there is no room there for them, and as regards the third, second, and first classes, it is obvious that the difficulty is purely imaginary, as there are no such classes in the Presidency College."

In regard to the three lowest classes it is generally felt, as Colonel Macdonald admits in the very paragraph under consideration, that the fees in all schools are already high enough. It is in the four advanced school classes that there is room for an enhancement of the rate of fee. If the fees of aided schools were raised in these classes and a large number of boys thus sent to seek admission into the school classes of the Presidency College, there is much reason to fear that room would soon be made for them. New classes would probably be opened to receive them, and the late Director's favourite argument might be resorted to, *viz.*, that this could be done without additional expense to Government. But even if all candidates beyond the present number were steadily refused, it is certain that the best among the candidates would be carefully selected, and aided schools would be as irretrievably damaged as if their pupils were lessened in point of number. If once the Government school were able to pick out the most promising pupils from all the schools—and the equalising of the fees, would at present enable it to a great extent to do so—it is plain that the whole character and position of aided education would be lowered, and that men who had a genuine interest in educational work would be deterred from labouring in aided schools.

The late Director seems determined to ignore the fact that there cannot, at present, be any fair competition upon equal terms between a Government and an aided school. The former has a weight of influence in the community which scarcely anything can counterbalance. When such schools come into direct competition, some difference in fee is usually the only chance that non-Government institutions have of so much as preserving their existence. Such a state of public feeling may be regretted, but it is none the less a fact that requires to be taken into account. If the Educational Department is determined to consider the interest of its own immediate schools alone, it can drive all competition from the field by simply extending and enlarging them. If such irresistible power were wielded by any private body, nothing perhaps could be expected but that they should use it to the utmost. It is different in the case of a Department that exists for the good of the community at large. It was decided in 1854 that the development of aided education was for the highest interest of India, and it seems to follow that all that circumstances render necessary for its healthy development should be done. It is this that gives us some right to expect that the Educational Department will not employ its acknowledged power in the interests of those institutions only which are under its direct control.

7. The case of the Madras Christian College, brought forward by Colonel Macdonald in his ninth paragraph, will probably be laid before the Secretary of State separately; but there is one point connected with it which this committee feels bound to notice. One of the reasons here alleged for the grant to this college being reduced to less than *one-seventh* of its expenditure, is that its "managers had come in possession of funds from other sources." We do not dwell upon the incorrectness of the statement, at least if it be taken in its obvious sense; for the local

managers of the college, with whom alone the Director has to do, have received no important addition to their resources for a very considerable time. But the principle that underlies the reason for reduction of grant assigned by the Director is a very dangerous one. That principle seems to be that when parties interested in an institution contribute anything for its enlargement and development, its grant-in-aid should be correspondingly reduced.

It will not be denied that if the Madras Christian College were to be an efficient and fully equipped institution, it needed larger funds than it possessed in 1872, when the grants for which it was qualified under the rules were first distinctly refused to it. Now it appears to the committee that if the managers succeeded in procuring from friends of the college some portion of the funds so urgently required, their doing so would be a strong argument in favour of Government enlarging its grant. It seems to be maintained by the late Director, on the contrary, that Government should reduce its grant by whatever amount the college succeeded in obtaining from those who were anxious to improve it;—in other words that all additional contributions made to it should be simply appropriated by Government. Doubtless Colonel Macdonald would shrink from formulating such a rule; but we are unable to see any meaning but this in the statements that he makes. We are certain that this is a rule on which Government does not mean to act. It would be superfluous to point out that their acting on it even to a small extent would quickly put an end to all voluntary effort in behalf of Indian education.

8. It appears from the tenth paragraph of Colonel Macdonald's reply that the three new Government colleges lately opened are intended to be officered by an inferior class of men, and therefore to be somewhat less expensive than the colleges of the same grade already in existence. This was not previously explained, but it serves only to make the opening of such colleges still more objectionable. In the present circumstances of India, it is far more important that the higher education should be of good quality than that it should be rapidly extended at Government expense. Even with an inferior class of teachers the new colleges cannot be carried on without considerable outlay. To spend a large sum annually on developing an inferior kind of higher education, when the higher class colleges already in existence are amply sufficient for the wants of the community, when the leading aided college is crippled by a most disproportionate reduction of its grants, and when so little is being done for the instruction of the masses, does not seem to be the way "to make the most of the limited sum available."

9. As the late Director dismisses paragraphs 10 and 11 of the committee's memorandum by saying that they present "very little which calls for any special remark," it may be convenient to recapitulate the points advanced in these paragraphs. They are these:—

(*a*) That the memorialists were not fairly chargeable with aiming at the substitution of mission for Government schools without any reference to the wishes of the people, but were pleading for the avowed policy of promoting and developing aided education generally.

(*b*) That the fact of Native gentlemen being fairly content with things as they are, is not allowed to stand in the way of measures that tend to progress in other matters, and ought not to be allowed as an argument against such measures in things connected with education.

(*c*) That the, not very great, extent to which Government schools are more successful than aided schools in passing their pupils through examinations, is capable of complete and easy explanation without ascribing any necessary inferiority to the latter.

(*d*) That if the Educational Department strenuously endeavoured to encourage and develope aided education, schools under local management might easily produce the most satisfactory educational results.

(*e*) That, altogether apart from the question about success at examinations, the system of aided education is fitted to foster a self-reliance and a public spirit which may be extremely valuable to the community at large.

(*f*) That by fair inference from his well-considered words it is now plain, as has been alleged by the committee, that the late Director aimed at reversing in essential particulars the policy announced in the Despatch of 1854.

These are the points,—none of them unimportant,—to which it now appears that Colonel Macdonald has no reply to make.

10. The only point in the tenth and eleventh paragraphs of the memorandum that is dealt with in the reply is the opinion expressed by the committee on the moral aspects of the whole question. This point is discussed at great length, and on this discussion of it the committee would make the following remarks:—

(*a*) The committee expressed their opinion that efficient moral training is not possible if

it be wholly dissociated from religion. They did not mean to adduce proof of this opinion. It must be proved or disproved on larger grounds than could be explained in a brief memorandum. Colonel Macdonald's opinion is evidently very different, but his calling the opinion of the committee "an extraordinary proposition" does not show that he is right or that they are wrong. Neither does his quotation from the Standing Orders show this. The committee did not say that no attempt could be made to give moral training in Government schools, but only that such an attempt, if made, was not likely to prove successful. They fail to see how good advice to teachers given in a book which few pupils are likely to peruse, proves even so much as that an attempt is made to give moral training in Government institutions. Certainly they cannot see how the quotation in question can be held to prove that moral training is not only given in these institutions but that it proves efficient.

(*b*) Colonel Macdonald maintains that as far as he has "had an opportunity of judging, men brought up in mission schools are not more religious or moral than those who have been educated in Government schools." Without raising any question about whether Colonel Macdonald has or has not shown himself to be an accurate observer, we would point out that his remark proceeds on an erroneous assumption. He seems to think that those brought up in mission and in Government schools are kept apart and exert no influence on each other. Of course the fact is that the pupils of both classes of institutions mix with, and affect, each other both in their school days and in after life. An influence for good or evil that takes effect on any section of a community, and especially of such a community as the Hindu, spreads in a considerable degree to all. Some decision of the question raised by Colonel Macdonald might be arrived at by means of direct observation, if it were possible to compare the whole body of educated natives as they are, with what they would be if there were no mission colleges and schools among them;—or if it were possible to find separate and tolerably large bodies of men who had grown up wholly under the influence of mission schools on the one hand or Government schools on the other. This, however, is not possible. The question of how an efficient moral training can be secured, must plainly be decided by somewhat larger considerations than those Colonel Macdonald has recourse to.

(*c*) Colonel Macdonald suggests rather than affirms that the training of mission schools is morally hurtful, and in particular that it tends to make a boy a hypocrite, and sometimes engenders a hatred of Christianity. It is hard to see how teaching a boy religious truths which he disbelieves should make him hypocritical, any more than teaching him those scientific truths which are quite as much opposed to the beliefs of a Hindu boy commencing education as any of the truths of Christianity.

As to the allegation that "the system now pursued in mission institutions seems to have the effect of engendering a hatred of Christianity;" it is probably true that some such cases have occurred. In every age and country close contact with the truth has sometimes the effect of rousing strong hatred of it, though this takes place more commonly with those who are of mature than of tender years. But all who have any acquaintance with the working of mission colleges and schools know that such cases are of rare occurrence, and that the ordinary effect of missionary education is the exact opposite of what Colonel Macdonald has suggested. There would be no difficulty in establishing this; but even if this were a suitable occasion, it would be absurd to adduce elaborate proof of what every South Indian missionary knows.

(*d*) It is almost amusing to find Colonel Macdonald driven to rely on the support of such an ally as Mr. Liston, whose ignorance of the scheme alike of Government and non-Government education is so fully evidenced even in the few extracts from his pamphlet that the late Director quotes in his reply. Of course this committee need not argue seriously against charges which will be recognised at once as a reproduction of the loose talk against missionaries that is current in ordinary society. But it is perhaps worth while to point out that Mr. Liston's attack,—such as it is,—upon missionary education, proceeds on ground that is exactly opposite to that taken up by the late Director. The only charge into which all Colonel Macdonald's arguments against Christian education run back, is that it is *proselytising*, and that it would therefore be dangerous to encourage it. The one charge that Mr. Liston makes against Christian colleges is that they are *not* proselytising. Colonel Macdonald avoids, indeed, those parts of Mr. Liston's pamphlet in which this charge

is most distinctly made; but the parts quoted are enough to show that this is the gist of Mr. Liston's indictment, at all events to those who are familiar with the current prejudices of which his pamphlet is the expression. One could hardly have a better illustration of how extremes meet than to find one who wishes to put down mission education because its only aim is to proselytise, leaning for support on one whose objection to Christian colleges is that they do not "proselytise" at all. The two opposite accusations may be safely left to answer each other.

Probably the one point in which the most careful examination can find substantial agreement between Colonel Macdonald and Mr. Liston, is in their both holding that with regard to the supply of the higher education "it is upon the Government that such a duty legitimately devolves," and therefore, in Mr. Liston's phraseology, that for the Christian church to engage in education is "putting the missionary in antagonism to the government which they are bound, under the laws of Christianity which they preach, to support." In this point no doubt the late Director and Mr. Liston really agree; but in holding this opinion they are diametrically opposed to Government itself, which has always invited help in educating India from non-Government bodies, which declares that it has established high-class institutions of its own only to meet a temporary difficulty, and which has announced that it intends to withdraw these institutions so soon as others under local management are prepared to take their place.

11. Once again, in his thirteenth paragraph, Colonel Macdonald seems to plead for the reversal of the policy of the Despatch of 1854. The words indeed are not particularly clear, but to all appearance they express a wish that schools directly managed by the Educational Department should "in a few years be largely multiplied." This is the only interpretation of the words that seems to call for the eulogium upon Government schools that follows. Now, with regard to this praise of Government schools a few remarks seem desirable in conclusion.

(*a*) In all cases where it is "cheaper for Government to have a school of its own than to give a grant to an aided school," a locally managed institution, if it were only countenanced by the Department, would be perfectly able to maintain itself without any grant at all.

(*b*) This committee has never been animated by an unreasoning hatred of Government schools, and has no inclination to deny that they have been useful in a variety of ways. The views of the committee upon this point are exactly those of the Despatch of 1854. A quarter of a century ago some Government institutions for higher education were useful and even necessary; but great changes have taken place, and the need for Government schools that existed then does not exist in anything like such large measure now. We freely admit that Government schools have taken an important place along with other agencies in bringing about these salutary changes. The committee believe that in consequence of these changes the time has fully come when a beginning may be safely made in leaving the higher education to local effort, and when the attention and the direct outlay of the Educational Department ought to be much more largely turned upon the education of the masses,—an object for which Government effort is still greatly needed.

(*c*) In the face of the avowed policy of Government, the committee seems scarcely called upon to point out the inexpediency of such perpetuation and extension of Government institutions for higher education as Colonel Macdonald desires. It is perfectly ready to concede to the late Director that there are certain advantages in direct Government education, and that by looking at these advantages alone and passing over its disadvantages, a plausible argument might be constructed in favour of maintaining, strengthening, and enlarging direct Government institutions and thus driving local effort from the field. The committee believes, however, that when advantages and disadvantages are fairly weighed, every wise statesman will see that a policy by which local effort and public spirit are fostered ought to be preferred to one in which "everything is done for the people and nothing by the people," even though the latter have some subordinate advantages which the former does not share. In adhering to this opinion the committee merely re-echoes what was said so well by those who framed the Despatch of 1854. But whether this opinion be correct or not, the committee can scarcely be wrong in asking that if the advantages of a centralised and bureaucratic administration have come to be so highly valued that Government schools are henceforward to be multiplied, with the inevitable result of discouraging and at last eliminating local effort, at least this entire change of policy may be made only by the highest authority, and only after full deliberation, and that when made it should be openly avowed.

Enclosure II.

(A.)

From the Managing Council of the Madras Christian College, to C. G. MASTER, Esq., Acting Chief Secretary to Government,—dated Madras 3rd March 1879.

SIR,—We have the honour through you to entreat the attention of Government to an intimation received from the Director of Public Instruction, of date January 6th, 1879, that the grant to the Free Church Institution and Madras Christian College is to be reduced by the sum of Rs. 2,847 *per annum* from the 1st of next month. This order is founded upon a letter from the Director to you of date 13th December 1878.

We believe that on re-considering the letter in view of the actual circumstances of the case, Government will see that the proposed reduction cannot be made without great injury to the cause of education.

We ask attention to the following points:—

1. In his letter the Director does not mention the all-important fact that, whereas the other institutions which are to have their grants reduced have been all along receiving the full benefit of the grant-in-aid rules, the Christian College has not for many years received nearly the full grant the rules would give it, and is receiving at present less than half of it. We refer to the table annexed in Appendix No. 1 to show, that whereas Government has hitherto borne about 40 per cent. on the average of the entire expense of the other schools in question, it is bearing now only 19·3 per cent. of the expense of the college. Even if it be admitted that grants should be reduced which amount to nearly half the expense of a school, it surely does not follow that reductions should be made on the grant to an institution that receives but one-fifth of its expense.

2. We would state that even the table referred to does not bring out the full disproportion between the aid given to other institutions and to this one; and that for two reasons—(*a*) It is well known, and is admitted even in the Director's letter, that a college cannot be so largely self-supporting as a school, and should, therefore, receive greater proportionate aid. Now, this is the only fully developed college among the institutions now under consideration, and it seems accordingly to follow that instead of its being made to suffer almost the greatest of the proposed reductions, the opportunity afforded by the reduction of grants should have been made use of for putting it on a footing more nearly equivalent to that of other schools. (*b*) Other schools being well supported are able to make their outlay fairly commensurate with the work they have undertaken. This institution, pressed by poverty through the refusal of grants to it, has been compelled to keep its expenditure at, or rather below, the very lowest point consistent with efficiency. The grant received at present, though nearly one-fifth of the actual expense, is probably not one-sixth of the amount needed to make this college as well equipped for its work as the other schools have been enabled through the liberality of Government to become for theirs.

3. In the years when this college was developing to its present position, its managers have on four separate occasions applied for an increase of the grant up to the point which the rules in force permitted. On each occasion the reply of Government has been that funds were not available for the purpose. Hoping that a day would come when Government would be able to give them the benefit of the rules, the managers have hitherto struggled on; but if the small aid hitherto received is to be still further reduced, the hope that has encouraged them to persevere in their arduous undertaking must be given up.

We have hitherto spoken of the grant bestowed on the institution as a whole; and in present circumstances this is the fairest way of considering the question; but we observe that the Director in his letter distinguishes between the college and school departments. On this aspect of the case we would venture to make the following remarks.

4. To a high school that stands alone, the Director assigns Rs. 200 per mensem as the appropriate grant, but to a similar school in connection with a college only Rs. 150. We are unable to understand why such a distinction should be made. Certainly according to the mode of separating the expenses of the two departments which we have followed for some years, and which was prescribed by Mr. Thompson when Acting Director, the expenses of our school department are the same as they would be if no college department were in existence. On the principles, therefore, of the Director himself, the grant to our school department should be greater by Rs. 50 per mensem than he allows us.

5. The Director lays down Rs. 450 per mensem as the proper grant to be given to a completely developed aided college. Here, again, we cannot follow the process by which this result is reached. We observe, however, that the Director's letter lays down Rs. 200 as the proper grant to the college department of an institution that educates up to the F.A. standard

—in other words to an aided provincial school. Whether this be sufficient or not we shall not say, but its sufficiency may be assumed for the present. Now if so, we submit that the Rs. 450 which he assigns to a completely developed college in Madras is quite inadequate.

It is possible to estimate approximately the comparative expense of a partially-developed and a fully-developed college by comparing the expense of the two classes of institutions as managed for Government by the Director himself. We have done this in Appendix No. II. From the table there it appears that the expense of the fully-developed college in Madras is 9·4 times the average expense of a provincial school. If therefore Rs. 200 be the proper grant to an aided and partially-developed college, the proper grant to this—the only fully-developed aided college now under consideration—ought to be, not Rs. 450, but Rs. 1,880 monthly. This seems the fair inference from what the Director himself lays down; and whatever deductions may be fairly made on account of want of funds or any other grounds, the Rs. 450 the Director would assign us is surely an inadequate composition for the Rs. 1,880 to which his principles entitle us.

6. In conclusion we submit that the Madras Christian College has both a history and a position, as the acknowledged centre of one leading branch of aided education, that should exempt it from being treated with such disfavour as is proposed by the Director. It is the avowed policy and intention of Government to encourage aided schools wherever they can be healthily established, but nothing will so discourage them as that extinction of the chief aided college in Southern India which may be expected to result from the carrying out of the proposed reduction of its grants. The college has been carried on till now under the greatest pecuniary difficulties on account of the smallness of the aid it has received. The withdrawal of even so small a sum comparatively as Rs. 2,847 per annum will make all the difference between a work that is possible though extremely difficult, and one that is quite impossible.

We do not wish to exaggerate in this matter. There is one way by which the college may be still maintained. The authorities of the Free Church of Scotland, from whom the college draws its chief support, may decide that rather than permit its extinction they will divert to its maintenance funds now devoted to education in country districts and to the support of female schools. We have no present means of knowing whether they will do so or not. But we can see no other hope than this of maintaining the college on its present footing; and if this mode of preserving it from extinction be adopted, we believe it will cause regret to Government as well as injury to the community at large.

7. For reasons such as these, we venture, through you, most earnestly to petition His Grace the Governor in Council (*a*) that the present grant to the Christian College be continued till new rules come in force, and (*b*) that these new rules be so devised and so administered that this college may be placed on a footing not less advantageous than other aided institutions of the same class with regard to the grants bestowed by Government.

Appendix No. I.

Table showing Proportion hitherto borne by Government of whole Expense of the Aided Schools mentioned in the Proposal of the Director.

(Taken from Report for 1876-77, the latest procurable authority.)

School.	Total Expense.	Grant.	Per cent.
	Rs.	Rs.	
Pacheappah's High School	23,000	6,222	27 (*a*)
S. P. G. School, *Vepery*	12,000	5,400	45
Church of Scotland School	15,500	5,394	35
London Mission School	8,200	4,101	50
Wesleyan Mission School	9,200	2,917	32
Govinda Naidu's School	9,600	3,394	35
Town School, *Cumbaconum*	8,700	3,491	40
S. P. G. School, *Trichinopoly*	13,400	6,194	46
S. P. G. School, *Tanjore*	12,400	5,510	45
High School, *Coimbatore*	14,900	5,581	37
			10)392

Average borne by Government for the ten schools = 39·2.

Statement of Aid to Free Church Institution for 1878.

Total Expense last year.	Grant.	Per cent.
Rs. 52,000	Rs. 10,047	19·3.

(*a*) It is known that since 1876 the expense of this school has been reduced but not the grant. If this be taken into account, the average aid from Government may be reckoned at 40 per cent. of the entire expenses of a school.

APPENDIX No. II.

Table showing Comparative Expense of a Provincial School and a fully developed College from Director's Report for 1876-77.

Provincial Schools.	Annual Expense.
	Rs.
Rajamundry	6,308
Bellary	6,496
Calicut	7,955
Mangalore	6,323
	4)27,082
Average annual expenditure of a provincial school (college department only)	Rs. 6,770

Annual expense of Presidency College (college department only) Rs. 64,094, or 9·4 times that of a Government provincial school.

Grant to an aided provincial school	Rs. 200
	9·4

Proper grant for a fully developed college in Madras Rs. 1,880 *per mensem.*

APPENDIX No. III.

Table showing Comparative Support afforded by the New Proposals to this and to other aided Colleges.

As schools can now, in favourable circumstances, be made very largely self-supporting, no comparison between the grant allowed to a school and that allowed to a college would be suitable.

There are, however, three partially-developed colleges in the list of institutions affected by the proposed changes, *viz* :—

Institution.	Total Expense.	Proposed Grant.	Per cent.
	Rs.	Rs.	
1. S. P. G. School, *Trichinopoly*	13,400	4,200	31
2. S. P. G. School, *Tanjore*	12,400	4,200	34
3. High School, *Coimbatore*	14,900	4,200	28
			3)93
			31

that is, the Director proposes that Government shall henceforth bear 31 per cent. of the whole expense of these collegiate institutions. But while the entire expense of the Christian College for 1878 was Rs. 52,000, it is proposed that the grant to it be Rs. 7,200, or less than 14 per cent. of the expense.

Again, the collegiate departments alone may be compared as follows :—

Institution.	Expense of College Department in 1876-77.	Proposed Grant.	Per cent.
	Rs.	Rs.	
1. S. P. G. School, *Trichinopoly*	4,096	2,400	59
2. S. P. G. School, *Tanjore*	5,109	2,400	47
3. High School, *Coimbatore*	3,965	2,400	60
			3)166
			55

that is, the Director proposes that Government shall henceforth bear on the average 55 per cent. of the entire expense of the college departments at Trichinopoly, Tanjore, and Coimbatore.

The expense of the college department alone of the Madras Christian College cannot be set down as less than Rs. 28,000, and according to the mode of separating school from college expenses that the Director seems to prefer, it would be at least Rs. 32,000. Taking the medium sum of Rs. 30,000, the result is as follows :—Rs. 5,400 being the grant proposed to the college alone, Government will bear only 18 per cent. of its entire expense.

It is admitted that the fully-developed college must be much more expensive than the provincial school (9·4 times more expensive in the hands of the Director himself); and it seems hard to see why 55 per cent. should be bestowed on the class of institution that is easily maintained, and only 18 per cent. on that whose maintenance is extremely difficult.

(B.)

From the Managing Council of the Madras Christian College, to C. G. MASTER, Esq., Acting Chief Secretary to Government,—dated 12th August 1879.

SIR,—We have the honour to ask the attention of His Grace the Governor in Council to the following remarks on the reply of the Director of Public Instruction, of date 20th May 1879, to our memorial, of date 3rd March 1879.

We respectfully submit that the Director puts the arguments by which the prayer of our memorial is supported in an altogether wrong light, and that what he says is likely to leave the impression that our prayer was unreasonable and vexatious. This impression we feel constrained to beg for permission to remove.

The following are some of the points in which we feel that injustice has been done us by the remarks of the Director:—

I. In paragraph 10 the Director represents us as claiming "a total annual grant of Rs. 22,560 against an expenditure of Rs. 24,720-6-4. In other words the whole cost of the college would be borne by Government with the exception of Rs. 2,166-6-4; and as the fees amount to Rs. 7,093-14-0, the mission bodies by which the institution is supported would make an annual profit on the college of Rs. 4,933-7-8."

We asked for nothing so preposterous. We merely showed that on principles laid down by the Director the grant *might* amount to Rs. 1,880 monthly, provided the expenditure was proportionate. We were quite aware that grants must depend on the amount expended. We merely pointed out that if expense increased, Government would be *warranted* in aiding the college (on the Director's own principles) up to the limit of Rs. 1,880 monthly. We added that, this being so, a grant of Rs. 450 per mensem was much below what might be looked for in aid of our present expenditure.

II. In the same paragraph the Director represents us as instituting a comparison between a provincial school and a fully-developed college, and then as selecting the Presidency College, "because it is known to be an institution of an exceptionally expensive character." He seems thus to suggest that we made a comparison that was intentionally misleading. He proceeds to state distinctly that the comparison ought to have been made between the expenses of a provincial school and those of a college like the colleges at Coimbaconum and Rajahmundry. We shall not dwell on what seems to us the unfairness of omitting to mention that twice in the memorial we have spoken of the comparative expense of a provincial school and of a college "*in Madras*." We would remark, however, that the expense of the Presidency College, even if it be "exceptional," necessitates somewhat similar expenditure in any college that aims at existing by its side. It needs no proof that if the Christian College wereequipped as these colleges in country districts are, students would at once desert it for the more efficiently organized Presidency College. It is not necessary that the outlay on this college should be as great as on the Government college beside it. In point of fact, it is less than half. But plainly our college cannot exist unless its staff and equipment be somewhat commensurate with those of the Government college. For such equipment the expenditure on the colleges at Cimbaconum and Rajahmundry is so plainly inadequate that if it were adopted as our proper standard, the extinction of our college could not be very long delayed.

III. In paragraph 11 the Director gives the reasons in detail that have led him to fix on Rs. 450 monthly as a suitable grant for our college. He says he has been mainly guided (*a*) by the grant drawn at present by our college department and by the fact that Government has repeatedly refused to increase this grant; (*b*) by keeping in view the grants made to colleges in Bengal; (*c*) by similarly keeping in view the grants to colleges in Bombay. On these points we beg leave to remark separately.

(*a*) The Director omits to mention that the refusals to increase the grant have been always based, either implicitly or explicitly, on the want of funds. Such refusals are, therefore, no reason for refusing to increase the grants when funds have become available. In the present case funds are plainly available, if from no other source at least from the grants withdrawn from our own school department—a withdrawal of which we have made no complaint. Our memorial asked simply that the grant withdrawn from the school should be given to the college. No increase of the grant to the whole institution was applied for. The refusal of Government to increase grants seems not a sufficient reason for reducing them. The fact that obstacles have hitherto stood in the way of our receiving the aid to which the rules entitle us, is no good reason for refusing such aid when these obstacles are removed.

(*b*) We submit that by the omission of important particulars an erroneous impression has been given of the way in which the grants to colleges in Calcutta bear on our case. We do not doubt that the highest grant to any college there is, as the Director says, Rs. 5,520 per annum,

which is very little more than the Rs. 5,400 which he allows to us. But he does not mention that the Madras Christian College represents no less than four of the colleges which receive grants in Calcutta. The Madras College is accepted as the college of four distinct bodies which have each a separate college in Calcutta; and to these four colleges the Bengal Government, as the Director's paper shows, contribute a sum of Rs. 17,536 per annum.

We think that when a comparison was instituted at all, it should have been shown that this large sum is contributed by Government in Calcutta to the support of that kind of education to which the Director assigns only Rs. 5,400 in Madras. When Government contributes to the support of many colleges, it is natural that it should give less to each than when it is asked to aid in the support of only one. If the four colleges in Calcutta coalesced into one, as is the case in Madras, we apprehend that the one would receive a considerably larger grant than Rs. 5,520.

(*c*) With regard to Bombay we do not doubt that "the two aided colleges received between them Rs. 1,300 in 1877-78." It should have been added, however, that the Bombay system of grants is to pay in proportion to the number of students that pass examinations, and that the two colleges in question are extremely weak. When colleges have very few pupils, grants according to the Bombay system must be small. In order to get any light from Bombay on the grant that should be given to this college, the first step should have been to inquire what grant a college like this would receive if it were located in Bombay. To the best of our belief this institution, if the Bombay rules were applied to it, would be in receipt this year of a sum of Rs. 7,500 for the college department as against the Rs. 5,403 assigned to us, and of at least Rs. 6,000 in aid of the school department instead of the Rs. 1,800 to which our grant has been reduced. Thus, our total grant under the Bombay rules would, as appears to us, be between Rs. 13,000 and Rs. 14,000, instead of the Rs. 7,200 which the Director fixes. We are not, however, in possession of the information needed for making this calculation absolutely reliable. No doubt the Director had full means of obtaining all information necessary for this purpose; and we submit that the amount which the Bombay Government would give to our college should have been calculated if the matter were in any way referred to. We do not regard the Bombay system as a suitable one upon the whole; but when brought in at all it should have been brought in fairly.

Further, in regard to both Calcutta and Bombay it should have been stated that the fee of the Government college is in the former Rs. 12, and in the latter certainly not less that Rs. 10 per mensem, while no aided college is required to charge more than Rs. 5. In Madras the monthly fee at the Presidency College is Rs. 5, while the Madras Christian College is required to charge Rs. 3-8. It thus appears how much more easily a non-Government college can exist at either of the other Presidency seats than at Madras. Even if it were right to put the Madras Christian College on the same footing as a single one of the aided colleges in Calcutta, we might expect it to be placed in circumstances as favourable for maintaining itself as those existing in Calcutta.

IV. In paragraph 12 the Director refers to St. Joseph's College, Negapatam, and seems to say that our college is more liberally treated than that institution. Here again an erroneous impression is left by an incomplete statement of the facts. It is a fundamental principle of the rules that grants are to be proportionate to the total outlay. Yet, this is quite overlooked by the Director. St. Joseph's College costs, according to the latest information we can find, Rs. 11,751-2-3 yearly. The Christian College is shown in the returns recently submitted to cost Rs. 54,923-11-11. Or again, to state the matter differently, the net expense borne by the Managers of St. Joseph's College (deducting grants and fees) is Rs. 5,050-2-11, while the net expense borne by the Managers of the Madras Christian College is Rs. 25,392-5-11. Is it seriously meant that the grant to the former ought to be as large as the grant to the latter?

We do not say that Rs. 250 per mensem is a sufficient grant for St. Joseph's College. We should be glad to see it increased. Still, the fact remains that while that college has till now been receiving 26 per cent. of its total outlay, the Christian College has been receiving only 18 per cent. The 26 per cent. remains untouched. The 18 per cent. is reduced to 13.

V. In paragraph 13 the Director expresses himself in a way that is fitted, though we cannot suppose it is intended, to suggest that our memorial does not state the outlay on our college fairly. He says: "The memorialists give, in Appendix No. I, a statement showing that the cost of the institution in 1878 was Rs. 52,000, and the grant Rs. 10,047, being 19·3 per cent. Apparently the calendar year is referred to, and I have no returns showing how these figures have been arrived at. If the total of Rs. 52,000 includes Government scholarships, the amount received for these scholarships should have been added to the grant. According to the returns for 1877-78 the total expenditure was Rs. 45,028-1-11, or, deducting Rs. 1,510 for scholarships, Rs. 43,518-1-11; so that the grant was during that year at the rate of 23 per cent."

We have the honour to state that the total of Rs. 52,000 does not include Government scholarships, and that in the estimate of Rs. 52,000 the actual expense is considerably understated.

The estimate is for the calendar year 1878. During that year it became necessary to add to the outlay; and for the financial year 1878-79, when this addition had taken full effect, the gross expenditure amounts, as stated above, to Rs. 54,923-11-11. This was detailed in the annual returns that were forwarded in the month of April. We are ready to substantiate these returns if their accuracy be challenged; but we do not think that the Director meant to leave the impression which his words unfortunately convey. Thus, while our memorial states that we were formerly in receipt of 19·3 per cent. of our expenditure, and that the grant is now to be reduced to 14 per cent., more accurate figures would have been 18 per cent. and 13 per cent., respectively.

VI. In paragraph 14 the Director shows that the proportion of the old grant withdrawn from this college is not so great as that withdrawn from some other institutions. We submit that the whole paragraph is irrelevant to the matter at issue. We might point out (*a*) that if the proportion withdrawn from the Christian College is less than in the case of seven of the institutions affected, it is greater than in the case of five of them: or (*b*) that the total sum withdrawn from this college is greater than has been withdrawn from eight out of these twelve institutions: or (*c*) that some of the institutions that have suffered least are precisely those that can best bear reduction on account of favourable local circumstances, and on account of the education that they give being less expensive than the education can be which is afforded by a fully-developed college in Madras.

We do not, however, dwell on these points, because, though we think that fairness required them to be stated, yet the whole paragraph of the Director's remarks seems quite beside the point. If the institutions affected stood at first on an equal footing, it might be fair to reduce them in equal proportions all round. But when other institutions were receiving from Government two-fifths on the average of their entire expense, and this college was receiving less than one-fifth, no inference of any real value can be made from the mere percentage of grant that has been withdrawn. Unless there had been something like equality to begin with, a reference to the percentage of the original grant that has been left can do nothing but confuse the question.

The general result is that while the reduction leaves to the other institutions support from Government amounting on the average to between 22 and 23 per cent. of their entire outlay, this institution is cut down to 13 per cent. This disproportion is very marked; but it becomes still more so when it is remembered how fully the Director admits that the education given in our institution cannot in the very nature of the case be made so self-supporting as that which is given in the others: from which it would seem to follow that, instead of getting less than the average percentage of support, it ought to receive greatly more. In the view of this general result it is surely irrelevant to inquire into the proportion of the original grant that has been left or withdrawn.

These are some of the points—though by no means all—on which we think that false issues have been raised in the Director's reply to our memorial. We feel compelled to notice them because, if unopposed, his paper must leave the impression that our memorial is an untrustworthy document, and must thus raise an obstacle to our college being put on the same footing as other institutions at any future time.

We do not, however, ask for reconsideration of the decision that has been come to. Since our memorial was sent in, His Grace the Governor in Council has laid us and others under great obligation by communicating the grant-in-aid rules which the Director proposes to substitute for those now in force. We are glad to be able to approve of these rules very cordially upon the whole. If the few amendments be adopted which the representatives of aided education have proposed, we believe that all difficulties about grants-in-aid will cease for a long time to come. The proposed rules do indeed reduce grants, but they do so upon principles that are fair to all; and we are sensible that a reduction of grants has become inevitable. With the adoption of a general scheme of reduction the arbitrary restrictions we have complained of will cease as a matter of course. We have, therefore, determined to make every effort to maintain the Christian College on the reduced grant till such time as the new rules come into operation. We are confident that His Grace the Governor in Council does not mean this college to be treated with exceptional disfavour. We trust, therefore, that by the introduction of new rules providing for general reduction it will very soon be placed on the same fair footing as other institutions, without any reversal of the decision that has in the meantime been arrived at.

(C.)

From the Rev. W. Miller, M.A., Secretary to the Council of the Madras Christian College, to R. Davidson, Esq., C.S.I., Chief Secretary to the Government of Fort St. George,—dated 27th April 1880.

Sir,—I have the honour, as instructed by the Managing Council of the Madras Christian College, to lay the accompanying application for an educational grant-in-aid before His Grace the Governor in Council. The application is made under the new grant-in-aid code, which came in force on the 1st of the present month, "in supersession of all existing rules."

2. The application was sent through J. T. Fowler, Esq., Inspector of Schools, to the Director of Public Instruction, with the request that he would lay it before Government. It will be seen from the Director's reply, of which I have the honour to enclose a copy, that he has declined to do so on the following grounds: (1) that the grants to the Christian College have been permanently reduced to Rs. 600 per mensem, and (2) that the matter now rests with the Secretary of State for India.

3. I have to state (1) that the College Council has not been informed that the reduction of its grants was to be permanent, and, on the contrary, that when all existing rules are expressly superseded, it seems that the restriction in question is necessarily at an end; (2) that the present application is thus a new one under new rules, and is a question entirely different from any that is now before the Secretary of State. An appeal against the temporary reduction was made, not by the College Council in Madras, but by the Secretary of the Foreign Missions of the Free Church of Scotland in Edinburgh. The College Council, on the contrary, informed His Grace the Governor in Council, in their letters of the 12th August 1879 and 24th December 1879, that they submitted to the decision of Government, and "would make every effort to maintain the Christian College on the reduced grant till such time as the new rules came into operation."

4. The new code having now come in force and all previous rules being superseded, I have only to request that the code be applied to the Christian College as to other colleges and schools. It will be seen from the schedule forwarded to the Director of Public Instruction and now enclosed, that the College Council consider that the rules entitle the college to a grant of Rs. 1,125-6-8. This, however, is but an approximate calculation. The proper method of applying the new rules to some of the professors and teachers mentioned in the schedule is not quite clear. Some of them are, perhaps, entitled only to smaller grants than are here applied for. I would not therefore be understood as applying for the exact sum mentioned, but rather for so much as it may be found after careful examination that the college is entitled to by the code which is henceforth to regulate all grants-in-aid.

5. I have the honour to ask attention to some of the main points bearing on the present application—

(*a*) Even if the college be found entitled to the full grant now applied for, its managers will still have to spend Rs. 18,000 yearly on its maintenance, exclusive of the necessary outlay on repairs of buildings and other miscellaneous charges, amounting in the aggregate to several thousands of rupees per annum.

(*b*) If considered with regard to either the total or the net expense, the amount applied for is a moderate proportion of the total outlay. In the case of the college department, it is about 30 per cent. of the gross expense, and about 40 per cent. of the net expense; that is, of the expense after the deduction of the fees. In the case of the school department it is but 18·5 of the total, and certainly not more than 50 per cent. of the net expenditure.

(*c*) If compared with the grants to other colleges and schools doing anything approaching to the same work, the proportion of the outlay now asked is also very moderate. To say nothing of the liberal support extended by Government to the Presidency College and similar institutions, the proportion now asked is less than , is usually bestowed even on aided institutions.

There are four such institutions which have been repeatedly brought into comparison with the Christian College since its grants were reduced in 1879. They are the Tanjore College, the Trichinopoly College, the Coimbatore College, and St. Joseph's College, Negapatam. I give in a tabular form the proportion between the grant drawn by each of these, and the total and net expense of the institutions and of their college and school departments respectively—

	College Department.		School Department.		Both Departments together.	
	Proportion of Grant to Total Expense.	Proportion of Grant to Net Expense.	Proportion of Grant to Total Expense.	Proportion of Grant to Net Expense.	Proportion of Grant to Total Expense.	Proportion of Grant to Net Expense.
Tanjore College	47	56·4	24·6	97·6	33·8	69
Trichinoply College	58·5	67·7	19·3	118	31·3	82·9
Coimbatore College	60	66	16·4	50	28	58
St. Joseph's College	25·7	29·6	18	29·4	21·7	29·5
Grant applied for in behalf of the Christian College.	**30·6**	**40·8**	**18·5**	**50**	**26**	**42·8**

The figures for the four colleges referred to may perhaps not be perfectly accurate at present; because, except in the case of St. Joseph's College, I have no access to statements of their expense for any later year than 1876-77. Probably changes have been made in the proportions of the grants assigned to the college and the school departments in some of these institutions. Still, these figures give a substantially correct account of the aid received by each from Government up to the 31st March 1880, and which they will undoubtedly continue to receive under the new code. The proportionate amount now applied for on behalf of the Madras Christian College is upon the whole greatly less than is enjoyed by any one of the above institutions except St. Joseph's College. That college will no doubt be soon raised to an equality with the others; and I trust there will be no difficulty about similarly improving the condition of the Christian College, which, on account of its well-known history and the difficulty in maintaining itself which its circumstances necessarily impose, seems to have special claims on the liberality of Government.

6. The only reason that has ever been assigned for the small aid hitherto given to the Madras Christian College is the want of funds. I would respectfully submit that now, when very large sums have been set free by a general reduction of grants, this reason can apply no longer. I trust, therefore, that the grant applied for, or so much of it as Government may find on examination that the code entitles us to receive, may be bestowed on this institution. Should it, however, be decided that the Madras Christian College is alone to be deprived of the benefit of the new code, and that in no circumstances is its grant to exceed 14 per cent. of its expense, to which it has lately been reduced, I would humbly beg to be informed of the reason why this institution should be treated so much less favourably than institutions which are placed in far more advantageous circumstances and which can be maintained at greatly less expense.

(D.)

To

THE MOST HONOURABLE THE MARQUIS OF RIPON, K.G.P.C., G.M.S.I.,
VICEROY AND GOVERNOR GENERAL IN COUNCIL.

The following Memorial from the Council of the Madras Christian College

HUMBLY SHEWETH,

Your memorialists are the managing body of the institution that initiated the work of English education among the Natives of Southern India. The institution was founded in 1837 by the General Assembly of the Church of Scotland, and until the Government of Fort St. George established in 1841 the High School, which has since developed into the Presidency College, continued to be the only place where a liberal education for natives of India was provided in Madras. For many years the institution was supported and managed by the Free Church of Scotland alone, but it has now been adopted by most of the Protestant Missions in the Madras Presidency as the centre for the higher education of their students, and is known accordingly as the Madras Christian College.

2. Although the managers of the institution welcomed the issue of the great Educational Despatch of 1854, yet from a variety of causes the institution did not receive any material aid from Government for several years. In 1863-64, however, a grant of Rs. 2,477 was received towards a total expenditure of Rs. 10,197, and from that date the institution has entered on a course of steady development. Its staff and appliances, its educational success, and therefore its outlay, have been year by year increasing.

3. In the year 1864-65 the progress of the institution necessitated an increase of nearly 50 per cent. in the expenditure. An increased grant was accordingly received amounting to Rs. 5,125, or about 30 per cent. of the entire cost. The Government continued for some years to give similar aid in bearing the increasing outlay, in accordance with the usual rules for grants-in-aid obtaining in this Presidency, which then provided that the Government should contribute half the salary of all duly certificated teachers who taught for a certain number of hours daily. It will be seen from the schedule which accompanies this memorial (see Enclosure A) that in the years from 1865-66 to 1870-71 inclusive a grant bearing about the same ratio of 30 per cent. of the whole expenditure was annually made.

4. In and after 1871-72, the Government refused to sanction a grant bearing this proportion to the increasing expenditure, but continued to afford the institution the assistance given in 1870-71. The first refusal of the Government to observe the rule for contributing half the salary of duly certificated instructors occurred on the application of the managers for aid for the salary of a professor

of mathematics. The ground of the refusal was that the large demands for grants-in-aid from districts in which education was less advanced than in Madras, prohibited the Government from adding to the expenditure on high and middle class education in the Presidency Town. The policy of the Government gradually to throw upon parents a due proportion of the cost of education had been steadily kept in view by this institution. The income from fees had accordingly increased so much (as shown in the schedule) that the managers were able to inform the Government that it was possible for them to dispense with any additional assistance for the school department, but they pressed that additional assistance should be granted to the college department. In no part of India can the expenses of a college department be met by fees, and if a comparison be made between the cost to Government of aided colleges and Government colleges of the same standing, the enormous excess of the cost of the latter, as well in respect of pensions as of salaries, explains the policy of the Despatch of 1854, in that a much larger number of aided than of Government colleges can be provided at the same expense. In respect, therefore, of the college department it was asked that it should be placed in the same position as other aided institutions, and should receive the benefit of the rules intended to be of general application. It was also pointed out that the college was attended by students from all parts of Southern India, and ought not to be made liable to restrictions that might bear properly upon the Presidency Town.

5. These representations were ineffectual, but by great exertions the funds necessary for the development of the college were otherwise obtained, the general result being that by the year 1878-79 the expense of the whole institution (*i.e.* the college and the school together) had risen, as shown in the schedule, to Rs. 54,612, but that the aid received from Government was less than 19 per cent. of this expenditure. Meanwhile ten other colleges and schools, which stood in somewhat the same general position, though none of them doing nearly so much educational work, were in receipt of aid amounting on the average to 39 per cent. of their expenditure.

6. In January 1879 orders were issued by which the grants to this institution and to these ten other colleges and schools were reduced; but in the reductions no account was taken of the fact that the aid given to this institution was already proportionately so small. The general effect of the scheme of reduction was that while Government continued to give to three collegiate institutions, which alone could be fairly compared with the Christian College, an average of 31 per cent. of their outlay, the allowance to the latter was brought down to less than 14 per cent.

7. Your memorialists represented the inequality of this procedure in a paper, dated 3rd March 1879; but this paper, having been commented on by the Director of Public Instruction, received an unfavourable reply in a Government Order, dated 20th May 1879.

8. Your memorialists pointed out, in a paper dated 12th August 1879, the ways in which the Director of Public Instruction seemed to them to have misapprehended the case, but intimated at the same time that, as new rules for grants-in-aid were soon to be issued, they would endeavour to keep up the college for the time, trusting that arbitrary restrictions would be removed, and that their institution would receive the same fair treatment as others under the new code.

The Director's reply to this paper was communicated to your memorialists in a Government Order, dated 14th October 1879.

9. The new code came into force on the 1st April 1880, and was expressedly stated to be "in supersession of all existing rules," and on the 27th April 1880 your memorialists having first applied in vain to the Director, addressed the Government of Fort St. George, soliciting the grant to which the institution seemed to them to be entitled under the new Rules. This grant they estimated at Rs. 818-6-8 per mensem for the college department and Rs. 307 per mensem for the school department, or Rs. 1,125-6-8 for the entire institution, instead of Rs. 600 per mensem to which the grant had been reduced. Your memorialists humbly requested at the same time that if their application were not granted, they should be informed of the reason why this institution should be refused the benefit of the new code, and particularly why its grant should be less than 14 per cent. of its expenditure, while other aided colleges, though more favourably situated and more easily maintained, were still to receive upon the average 30 per cent. of theirs. This application was commented on by the Director of Public Instruction in a paper dated 9th June 1880, and in a Government Order, dated 23rd August 1880, the application was refused, no reason being assigned for the inequality to which attention had been invited.

10. Your memorialists are thus constrained to lay the whole case before Your Excellency in Council, and to pray that this institution may now receive a grant of Rs. 1,125-6-8 per mensem, or of such portion of that sum as it may be found after examination that the grant-in-aid rules now in force render it eligible for.

11. Your memorialists having received no information of the grounds on which this institu-

tion is treated with apparently exceptional disfavour, are precluded from saying much in support of their appeal, but they venture, in conclusion, on the few following remarks :—

(*a*) The only reason which seems valid to your memorialists for the refusal of the aid which this institution so greatly needs, namely, the want of funds, can no longer be assigned. The recently introduced code has so reduced the outlay for grants-in-aid that considerable sums are doubtless available at present.

(*b*) Most of the topics introduced into the discussion by the late Director of Public Instruction seem to your memorialists to be quite irrelevant, but some seem amply to confirm their position. For example, in paragraph 4 of his paper dated 9th June 1880, the late Director adduces the following reason for refusing the benefit of the new code to the Madras Christian College :—"The institutions of which the grants have been reduced have not sustained any appreciable injury. Not one of them has been closed. It is not alleged that any of them is doing less than it did before. On the contrary several of them are more flourishing than ever, and two have actually raised their standard." When it is remembered that the whole contention of your memorialists is that grants have been reduced in such a way as to throw this college *alone* into difficulty, and that their only prayer is to be put on a par with other colleges, it is hard to see how this is any argument against them. Your memorialists will be satisfied if they receive from Government the same proportion of their outlay as the other colleges whose grants have been reduced are still receiving.

(*c*) If the outlay on the Christian College were alleged to be excessive, your memorialists could understand why they should receive a smaller portion of their outlay than other colleges receive, or than the code provides for. This, however, is not alleged. On the contrary, the work of the Christian College is most economically carried on. This appears from the fact that the outlay on the college department of the Presidency College (the only college in Madras of the same standing as the Christian College) amounts to more than Rs. 60,000 per annum, exclusive of allowances for pension, while the college department of the Christian College does the same educational work for a somewhat larger number of students at a total outlay varying from Rs. 32,000 to Rs. 33,000 per annum. Of the outlay on the Presidency College, 80 per cent. of the ordinary expense and the whole of the pension allowances are contributed by Government. All that your memorialists ask for the college department of the Christian College, is about 30 per cent. of its modest outlay. The cheapness of the college, combined with its universally admitted efficiency, seems to make it reasonable that it should receive all the aid that the Rules provide for. The comparative cost of the Presidency and Madras Christian Colleges will best appear from the following figures taken from the official report for the year 1878-79 :—

	Total No. of students.	Total Cost.	Cost to Government.	Average annual cost of each student.	Average annual cost to Govt. of each student.
		Rs.	Rs.	Rs. A. P.	Rs. A. P.
Presidency College . . .	163	60,255	48,846	378 15 5	307 3 4
Madras Christian College . .	201	33,150	4,737	177 4 4	25 5 4

(*d*) Your memorialists have already exhausted all sources of income that they can at present have recourse to. They will gladly avail themselves of any new means of increasing their funds that new circumstances may place within their reach, but in the meantime they are not only prevented from duly developing the college but are driven to take steps that must tend to diminish the efficiency it has already reached. Since the grants were reduced, the college has been carried on by painful effort. One of its assistant professorships has been abolished. The remaining professors have thus had much heavier duties thrown on them than they can be reasonably expected to discharge or than the code contemplates. Other difficult measures of severe economy have had to be resorted to, and the college has been compelled to do as best it can without many things which are indispensable to its well-being. This is particularly trying at a time when University standards are being raised and the range of optional subjects being steadily increased.

(*e*) The Madras Christian College is by far the largest and most important aided college in Southern India. If it be closed, or its efficiency destroyed, efforts for the opening or developing of institutions for higher education are little likely to continue, and the whole burden of supplying it will soon come to rest on Government alone.

The community at large will regard the refusal of support to this college as a sign that aided colleges are not to be encouraged, and the effect on the development of the whole scheme of education sketched out in the Despatch of 1854 will certainly be most disastrous.

For these reasons and many others that might be adduced, your memorialists trust that such measures will be adopted as will make it possible for them to maintain the Madras Christian College in full efficiency; and, in particular, that they will receive that proportion of their outlay which the rules now in force may be found to sanction, and which other aided colleges are at present actually receiving. Your memorialists cannot believe that reasonable aid will be permanently refused to an institution which was the means of introducing English education among the natives of Southern India, which has expended for the welfare of the community such large and increasing contributions from private sources, and which has made so good a use of whatever public funds have been hitherto bestowed upon it.

And your memorialists will ever pray.

MADRAS, *10th January 1881.*

SCHEDULE A.

Year.	Expenditure.	Government Grant.	Outlay by Managers.	Fees.	Number attending	
					School.	College.
	Rs.	Rs.	Rs.	Rs.		
1863-64	10,197	2,477	6,688	1,0[illegible]2	409	
1864-65	15,279	5,125*a*	8,600	1,554*c*	511	
1865-66	17,214	6,789*a*	7,199	3,226	640	
1866-67	18,374	4,966	9,616	3,792	737	
1867-68	23,987	6,217	12,358	5,412	885	72*d*
1868-69	26,359	7,984	12,553	5,822	727	51
1869-70	28,554	10,401*a*	10,008	8,145*c*	777	70
1870-71	26,669	10,047	7,843	8,779	762	73
1871-72	30,853	10,033	10,869	9,951*c*	753	71
1872-73	32,826	9,979	10,570	12,277	692	86
1873-74	33,386	10,047	11,092	12,247	729	108
1874-75	36,336	12,206*a*	10,402	13,728	773	153
1875-76	35,521	10,047	9,480	15,994	792	179
1876-77	42,455	11,377*a*	14,894	16,184	844	245
1877-78	45,028	11,557*a*	14,586	18,885*c*	847	233
1878-79	54,924	10,047	25,392	19,485	834	201
1879-80	54,612	8,149*b*	25,339	21,124	834	237

a. All grants marked with an asterisk include special grants for extras. The real grant from 1869-70 to 1878-79 inclusive was Rs. 10,047 yearly; and the variations from this are due partly to sums belonging to one year being paid in another, and partly to special grants for furniture, books, &c.

b. The reduction of grants took effect *partly* in this year. The grant is now reduced to Rs. 7,200 *per annum.*

c. The rate of fee was enhanced in the years 1864-65, 1869-70, 1871-72, and 1877-78.

d. No distinction was made in official returns between school and college attendance prior to 1867-68.

(E.)

GOVERNMENT OF MADRAS.

EDUCATIONAL DEPARTMENT.

20th October 1881, No. 342.

Grants-in-Aid.

Read the following papers:—

From the REV. W. MILLER, M.A., Secretary to the Council of the Madras Christian College, to the Chief Secretary to Government, dated Madras, 29th January 1881.

I have the honour to send with this a duly signed copy and fifteen spare copies of a memorial from the Council of this College to the Most Honorable the Viceroy and Governor-General in Council. I have to request that the memorial may be duly forwarded, unless, indeed, it should be found possible to grant its prayer without further reference.

ENCLOSURE No. 1.

[*Here follows the Memorial given above as "II. D."*]

No. 256.

Referred to the Director of Public Instruction for his remarks.

(Signed) C. D. MACLEAN,
Under-Secretary to Government.

MADRAS, *8th March 1881.*

Despatch from the Most Honourable the Secretary of State for India, Public (Education) [No. 5 Current No. 160], dated India Office, London, 31st March 1881.

SIR,—I have to acknowledge the receipt of the letters of Your Excellency's predecessor in Council, noted in the margin, in reply to Lord Cranbrook's Despatch of 18th December 1879 on the subject of certain reductions made by your predecessor's Government in their grant-in-aid to the Madras Christian College, which took effect on the 1st April 1879, so as to diminish its amount from Rs. 10,047 to Rs. 7,200 per annum.

No. 2, dated 13th March 1880.
" 3, " 9th April "
" 6, " 10th May "
" 9, " 12th July "

2. This reduction is complained of by the managers of the college in question, and on their behalf by the committee of foreign missions of the Free Church of Scotland, who aver that, whereas the grant was never fully or fitly proportioned to their needs, it has now been reduced in unfair proportions to reductions in the grants to other institutions.

3. To this the late Director of Public Instruction has replied that the grant to the Madras Christian College was always excessive as compared with grants to similar institutions in other parts of India; that, while the fees received by the college had increased from Rs. 8,980 in 1870-71 to Rs. 19,485 in 1878-79, it was unreasonable that the large grant of Rs. 10,047 per annum should remain unreduced; that the managers of other institutions were already disposed to complain of the comparative indulgence shown to the Christian College, and notably so inclined was the manager of the Madras Roman Catholic College; and, lastly, that the amount reduced had not been withdrawn from education, or from Christian education, but had been applied to a pressing and urgent purpose, the improvement of mission schools out of Madras, hitherto neglected in favour of such schools in Madras.

4. Your predecessor's Government approved of the course taken by the late Director of Public Instruction.

5. I observe that the managers of the Madras Christian College who memorialised your predecessor on the subject of these proceedings, and Dr. Smith, who, on the part of the Free Church committee for foreign missions, addressed Lord Cranbrook in this country, have used expressions from which I gather that, while they acquiesce for the present in the reduction made in the grant in question, they anticipate, under the operation of the latest rules on the subject, some more satisfactory conditions than now exist in their relations with your Government. They say that they "do not ask for reconsideration of the decision that has been come to." They remark that new rules have been proposed by the late Director of Public Instruction for the regulation of grants-in-aid, of which, on the whole, they approve, believing that, with a few suggested alterations they will work well; and that, though they will "reduce grants-in-aid, they will do so on principles that are fair to all," and "we are sensible," they say, "that a reduction of grant has become inevitable."*

* *See* their memorial to your Government dated 12th August 1879.
See also Dr. Smith's letter to Lord Cranbrook, dated 31st October 1879.

6. Since the date of these letters the new rules alluded to have come into use, and I shall be glad to learn that under their operations the reasonable expectations of the memorialists have not been disappointed. I would particularly draw Your Excellency's attention to one of the memorialists' suggestions, of which I think favourably, and of which no notice seems yet to have been taken, that the fees required at the Government Presidency College might be increased, so as more nearly to approach the Calcutta standard of Government college fees, and thus the aided colleges might be enabled to raise their fees also, and so make up in some measure for that diminution of their grants-in-aid which they do not deny to be to some extent necessary. At the Calcutta Presidency College, as you are no doubt aware, a fee of Rs. 12 per mensem is demanded for a course of education similar to that which, in the Madras Presidency College, is given for Rs. 5 per mensem, and I know of no reason for so great a difference.

7. I perceive, from the copies of your Proceedings which accompanied your letter,† that a long and unsatisfactory discussion has been carried on between the managers of the Madras Christian College and your late

† No. 2, 13th March 1880.

Director of Public Instruction upon a matter very wide of the subject of the present correspondence, and not necessarily connected with it; no less, indeed, than the whole question of the policy of the Government under the Education Despatch of 1854 in all parts of India. And this discussion, unfortunately, as I cannot but think, begun by the managers, has not been made more conducive to good purpose by the somewhat controversial spirit in which it has been met by your late Director.

8. You will have observed that in the letter of Dr. Smith to Lord Cranbrook, which is the basis of the present correspondence, all questions of this nature are expressly set aside and avoided. I am, therefore, not now called upon to discuss them; and I gladly, on this occasion, pass them by. For, whatever may be the unavoidable varieties of opinion as to some details of the policy of 1854, all must agree that it has operated to produce among differing, but equally zealous and equally benevolent agencies working for the same good ends, a greater harmony of co-operation, and therefore a larger harvest of beneficent results than had ever before been attained in India. I should regret that this great work, so important to the people, yet so delicate and difficult in some of its aspects, should be impeded and interrupted by harsh and ill-timed discussions, especially while it is evident that full time has not yet elapsed to allow of any sound and judicious conclusion as to its ultimate effects through the vast theatre of its operations.

I have, &c.,

(Signed) HARTINGTON.

To His Excellency the Right Honourable
The Governor in Council, Fort St. George.

No. 821.

Referred to the Director of Public Instruction in continuation of endorsement No. 456, dated 8th March 1881.

OOTACAMUND, *6th May 1881.* (Signed) R. DAVIDSON,
Chief Secretary.

From H. B. GRIGG, Esq., M.A., Director of Public Instruction, Madras, to the Chief Secretary to Government,—
No. 2352, dated Madras, 20th May 1881.

I have the honour to return, with my remarks, the petition of the Council of the Madras Christian College, referred to me under endorsement, No. 456, dated 8th March 1881, and also the despatch of the Secretary of State referred to me by endorsement No. 821, dated 6th May 1881.

2. The views expressed in paragraphs 7 and 8 of the above despatch relieve me from the necessity of entering upon the discussion of the present position of education in this Presidency in relation to the policy of Government enunciated in the Despatch of 1854. Nor do I think any advantage is to be gained by my detailing the history of the controversy which ensued on the reduction of grants in consequence of the orders of Government, dated 24th December 1878, No. 529. I, therefore, confine myself entirely to the question whether or not the grant withdrawn from the Christian College by Government in consequence of their Order, dated 24th December 1878, No. 529, should be restored, and if so, to what extent and subject to what restrictions; and, further, whether any or all of the institutions noted in the margin should or should not be dealt with in a manner similar to that which may be decided on in regard to the former institution.

Institutions.	Proposed Grants.			Reductions.		
	Rs.	As.	P.	Rs.	As.	P.
Free Church Institution	7,200	0	0	2,847	0	0
Patcheappah's High School, Madras	2,400	0	0	3,822	4	1
S. P. G. High School, Vepery	2,400	0	0	3,000	0	0
Church of Scotland Mission School, Madras	2,400	0	0	2,994	0	0
London Mission School, Madras	2,400	0	0	1,701	8	0
Wesleyan Mission School, Madras	2,400	0	0	517	12	8
Govindu Naidu's Primary School, Madras	1,200	0	0	2,194	3	5
Free Church Mission Branch School, Madras	1,200	0	0	60	0	0
Town School, Cumbaconam	2,400	0	0	1,091	10	0
S P. G. College Trichinopoly	4,200	0	0	1,512	8	0
Do. do. Tanjore	4,200	0	0	1,310	6	11
Coimbatore College	4,200	0	0	1,381	10	8

3. To decide this question, it seems to me necessary to ascertain (1) whether it was the intention of Government when withdrawing the grant to deal with the schools exceptionally after the introduction of the revised code (this code came into force on the first April 1880, and was declared by notification to supersede all existing rules); (2) whether it is necessary, in the interests of education generally, that these institutions should be excluded from the ordinary operations of the code.

4. As to the first question, it seems to me that the words of the order of Government of 24th December 1878 above referred to clearly indicate that the Government had no such intention. The order runs: "Pending the issue of final orders on the revised scheme of salary grants now before Government, His Grace in Council will view with approval any reductions which Colonel Macdonald can make, under the authority vested in him under the existing rules, in the grants now made to the institutions noted by him, and to others, if such there be, similarly circumstanced, in order to provide funds to meet the expenditure on other objects now under his consideration." I submit that the natural interpretation to be put on this order is that the reductions which were approved were such as might be made in ordinary course after the revised code was passed, and that the terms do not suggest any special restrictions after the passing of the code: and further that these reductions were permitted to meet the special expenditure noted by Colonel Macdonald in the letter upon which that order was passed, *viz.*, (1) building grants to aided schools; (2) increase in the grant to the school of the Church of Scotland, Vellore; (3) new grants to girls' schools; (4) provision for the appointment of an Inspectress of Girls' Schools.

5. When, however, after the revised code had been issued the Christian College Council sought to benefit by its provisions their appeal was rejected, the Government considering that the reasons which led to the reduction of the grant are unaffected by the new rules (G. O., dated 23rd August 1880, No. 317). This order, however, refers only to the Free Church Institution, and has no reference to the other institutions concerned. But I have thought it undesirable to dispose of applications in the case of two or three institutions until the whole question had again been under the consideration of Government.

6. I proceed to the second question, whether the restriction should be maintained.

I would premise that the Government have, under rule 1 of the grant-in-aid code, which provides that grants shall be made "with due consideration of the requirements of each locality and of the funds at the disposal of Government," ample power to withhold the increase of the grants in question if they deem it desirable; but, as a general question, I would submit for the consideration of Government, whether on grounds of public policy it is desirable to maintain special restrictions, outside the purview of the code, which are intended to be of a permanent character, instead of inserting such restrictions in the body of the code, so that all interested may understand the extent and object of such restrictions. The restrictions, moreover, which it has been inferred were approved by Government in their order of December 1878, refer, as I will explain later, to matters of detail, which certainly do not seem to fall conveniently within the scope of such a general provision.

7. The first reason assigned by my predecessor for the withdrawal of the grants (*vide* his letter printed in G. O., dated 24th December 1878), was that so much Government money was swallowed up in the town of Madras that funds were not available for carrying out the objects mentioned above, and he noted, although he did not propose any special means of giving effect to that policy, that nothing had been done to carry out the policy indicated in G. O. No. 1024, dated 18th July 1873. He also pointed out that in the case of four schools in the mofussil the aid received from the State was unnecessarily high. He accordingly proposed reductions aggregating 24,550 rupees, thus reducing the grants to those institutions from 61,150 to 36,600 rupees. By these reductions the Madras schools named above lost Rs. 19,260, the schools in the mofussil Rs. 5,290. In the redistribution of grants in Madras under the new code carried out mainly by myself, a further net reduction of Rs. 11,000 annually has been effected, consequently the net reduction in the aid of the State to Madras schools of all grades has amounted to above Rs. 30,000, or approximately 43 per cent. of the grants drawn two years ago, excluding schools for Europeans and Eurasians. It speaks well, I submit, for the public spirit and good feeling of the managers of Madras schools, that so sudden and large reductions have been borne so patiently and the interests of schools permitted to suffer so little thereby.

8. It seems to me to follow from the above statement, that if the Government intended in December 1878 to withdraw aid only in anticipation of the introduction of the revised code, the schools affected which need help for their efficient working should have the benefit of the subsequent reductions, either up to the limit of the original reduction, or to that to which they are entitled under the rules. But it may be said that the schools in Madras concerned are well able to bear the double fine, and that unless they are so treated it is impossible for Government to carry out the objects which it had in view in making those reductions.

9. Now, in dealing with this question, I would lay down as axioms that it is expedient that if the State gives aid at all, it should give it to the extent of its means, and the claims of other institutions, in a measure calculated to produce high efficiency at a minimum cost to the State; secondly, that, subject to these conditions, it should aid institutions already doing efficient work, and still needing help, in preference to untried institutions; thirdly, that it should give aid, whether it be to different branches of education or merely grades of instruction in the same branch of education, where it is most needed; and, fourthly, that the aid should be given subject to restrictions calculated to induce managers to exert themselves to make an institution self-supporting.

10. The objects for which the reductions were made were of two kinds, the first definite, *viz.*, the increased grant to the Church of Scotland School, Vellore, and the appointment of an Inspectress of Girls' Schools; the second indefinite—building grants to aided schools and new grants to girls' schools. Have these reductions sufficed to meet the definite charges, and so far to meet indefinite also? To this I must reply in the affirmative; in fact, the first reduction more than sufficed for present demands, and also went towards meeting the additional cost of Government institutions, so that when the general redistribution of grants took place last year, yielding savings which amounted to about Rs. 40,000, although my predecessor and I had let it be known that the department was prepared to consider all fresh applications for aid, permanent, or for a special object, comparatively small demands for additional aid were made, so that at the close of last year there will probably be found to have been a net saving in the redistribution of salary grants, even after debiting *building* expenditure, *Government* and private, against this head, of some Rs. 25,000. In fact, I regret to say, as noticed in my letter submitting the budget for the current year, recorded in G.O., dated 3rd December 1880, No. 2251, the savings, with those effected under G.O., dated 24th December 1878, and those in the redistribution of grants recently effected, aggregating about Rs. 40,000, have been more than swallowed up by the increased cost of Government agency, the probable net increase under those main heads being as follows, according to the actuals of 1878-79, 1879-80, the regular estimate of 1880-81, and the estimate of 1881-82:—

	1878-79.	1879-80.	1880-81.	1881-82.
	Rs.	Rs.	Rs.	Rs.
Inspection	1,73,104	1,84,031	1,91,180	1,97,000
Government Arts Colleges and Schools	3,86,556	3,93,176	4,11,840	4,23,600
			6,03,020	6,20,600
Deduct estimated increase in fees	...	...	9,060	13,740
Net Cost	5,59,660	5,77,207	5,93,960	6,06,860

whilst, on the other hand, the grants-in-aid from provincial funds for boys' and girls' schools of all kinds have fallen from Rs. 2,86,974 in 1878-79 to Rs. 2,69,036 in 1879-80, whilst the regular estimate for 1880-81 was Rs. 2,71,490. From the annexed statement it will be observed that in Madras alone the expenditure on Government institutions rose from Rs. 77,992 in 1878-79 to Rs. 87,469 in 1880-81, while the grants-in-aid have fallen from Rs. 92,051 to Rs. 67,581:—

Expenditure from Provincial Funds.	1878-79.		1879-80.		1880-81.	
	Government Institutions.	Aided Institutions.	Government Institutions.	Aided Institutions.	Government Institutions.	Aided Institutions.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges	48,846	9,094	53,715	9,915	56,259	9,734
High Schools	12,611	24,963	12,700	21,071	12,505	15,030
Middle do.	8,217	28,931	8,364	21,278	10,851	13,817
Primary do.	8,318	29,063	7,338	29,307	7,854	29,000
TOTAL	77,992	92,051	82,117	81,571	87,469	67,581

11. As three out of the four objects in view when the reductions were ordered fall under the grant-in-aid allotment, it is manifest that, with the exception of the expenditure on the Inspectress of Girls' Schools, which came into force last year only, the savings effected have gone to meet increased expenditure on State agency, and not for promoting the special or general objects, with one exception, which the Government had in view when it sanctioned the first reduction, and subsequently santioned the lower rates of aid to private institutions in the revised grant-in-aid code. Were it not for the estimated increase in the revenue from Government arts colleges and schools, as shown in the marginal statement, there would be no balance available for promoting these objects.

		Rs.
Actuals	1878-79	1,20,754
	1879 80	1,19,756
Estimates	1880-81	1,28,770
	1881-82	1,34,150

12. But, although this permament deviation in the appropriation of the savings must be regretted, yet it does not of itself constitute a reason for removing the restriction complained of, for aid cannot be given if funds are not available, and this in some measure is now the case; but I would observe that in consequence of the probable excess in the fee revenue it was found possible in the budget for the current year to provide about Rs. 9,000 under the allotment for salary grants for boys' schools, for such grants to schools still unaided, or for increasing grants to schools, deserving more help, already aided under this system. The number of applications for grants under the salary system from schools not already aided has been but four, the grants sanctioned aggregating Rs. 172-12-11, whilst the applications for increased grants in schools already aided outside those now under consideration have not been many. So that practically a sum of about Rs. 5,000 will probably be available towards meeting the demands, which will be made by some of the institutions under restriction, and of that of the Free Church Institution, if that restriction be removed. This money, although it would ultimately so be used, is not immediately required for meeting any of the objects contemplated when the reductions were made, as ample provision has been made for results grants to elementary boys' schools, to girls' schools, and in the building fund budget, for such building grants to private schools as have been sanctioned. But it is probable that the sum available will not fully suffice to give the maximum aid to which, it may be found on inquiry, the schools are entitled. If this be so, I think funds should be provided by savings, wherever practicable, under heads of expenditure, and from any available excess over estimate in items of receipt.

13. I now proceed to deal with the specific restrictions and to suggest their removal, substituting, however, others which strike me as necessary. These restrictions are those which formed the basis on which Colonel Macdonald carried out the reductions in the schools named, and are given in his letter of the 18th December 1878, printed in the Proceedings of Government, dated 24th December 1878. It will be seen that he laid down a certain maximum grant for schools and colleges which the aggregate of individual grants should not exceed, as follows:—

Rs. 100 per mensen for middle class schools.
„ 200 do. for higher class schools.
„ 350 do. for second grade colleges (*i.e.*, Rs. 200 for the college *plus* 150 for the school department).
„ 600 for first grade colleges (*i.e.*, Rs. 150 for the school department *plus* 450 for the college department).

These maxima were, so far as middle and high schools are concerned, based upon the proportion which the receipts from fees might be expected to bear to the expenditure upon the teaching staff. No calculation, however, was made of the probable fee-revenue in second grade colleges, whilst the proportion of fee-revenue to cost of establishment in fully developed colleges was utterly ignored.

14. Now, it will be observed that the Government have not expressed either at the time, or since, any opinion on the propriety of restricting aid under this scheme; but, although such opinion has not been expressed, and although these restrictions find no place in the revised grant-in-aid code, yet the order of Government has been held, and is generally believed, to restrict the Director of Public Instruction from granting aid to schools beyond these limits.

15. The scheme, however, seems to me to be open to such grave objections as to render its formal cancelment absolutely necessary; for in the first place, whilst proceeding on a fee basis, it makes no distinction in the relative claims to aid of schools, situated in Madras and those in mofussil towns, or between mofussil towns of the first and those of the second and third grades, although, as the Government are aware by notification published under G. O. No. 290, dated 23d July 1877, fixing the scale of school-fees, a considerable difference exists in the rates. How inequitable such a maximum is in the case of a high school in Madras and a first grade mofussil town appears from the following. According to the fee receipts given in paragraph 7 of Colonel Macdonald's letter above-quoted, the total receipts at Madras rates would be Rs. 400 in a Madras

school, and only Rs. 3-15 in a first grade mofussil town, *i.e.*, a mofussil school would earn above 22 per cent. less in fees. So that whilst the maximum aggregate grant is the same, the maximum fee incomes differ greatly, and thus the mofussil schools, apart from the fact that in many parts of the Presidency the average remuneration of teachers, especially of superior grades, is higher than in Madras, are at a disadvantage. In mofussil towns of the second grade the proportionate disadvantage would be greater as the fee scale is lower.

16. Again, the restrictions seem to me to be open to the objections urged against lump grants, for when the maximum is reached the grant is practically a lump grant.

17. Another objection is that the limit fixed bears no relation to the proportion which the income of a school or of each department of a school bears to the expenditure in the whole school or in each department; consequently, one school or one department of a school may get much more than its needs, whilst another more deserving of aid may get less. A grant of Rs. 200 a month to a school, with an outlay of Rs. 2,000, is a very different thing from the same grant to a school with an expenditure of Rs 1,000. Again, no allowance is made for schools with small attendance, or schools with classes of varying strength, the calculation being based on a maximum class average of 40. Such an omission is most prejudicial to schools in the mofussil, many of which have a small attendance, especially in their upper classes, the very classes in which the expenditure on teaching power is naturally the highest.

18. So far the restrictions would not be inequitable to Madras schools, because in the efficient institutions among them the attendance in the high and subordinate departments is large, whilst teachers' salaries are moderate; but when the restrictions are viewed in relation to colleges, it will be seen that they tell, not only hardly on mofussil institutions, but also on those in Madras.

19. The grant to a second grade college is fixed at Rs. 350, *i.e.*, Rs. 200 is allowed for the college and Rs. 150 for the school department, which in effect is a grant of Rs. 150 to the college department or one-third of a maximum teaching charge of Rs. 450. Taking the average strength of the college or F.A. departments in private 2nd grade colleges in the mofussil at 17 and the fee at Rs. 3, the receipt from fees can only amount to about Rs. 51, making the income approximately Rs. 200 against an expenditure of Rs. 450, leaving thus considerably over 50 per cent. to be made good by the managers, whilst according to the general principle laid down in the grant-in-aid code an efficient staff should receive one-third of salaries. Further, I do not hesitate to state that, except in colleges entirely managed by Natives, Rs. 450 is too low a sum to allow for an efficient staff including munshis. For small colleges with only 15 or 20 students, the cost of an efficient staff cannot be fixed below Rs. 600 if one European graduate is employed. But the restriction is, it seems to me, quite unreasonable in the case of large colleges with an expensive European staff. This, however, will appear more clearly in dealing with a first grade, or fully equipped college.

20. Here the rule limits the grant to Rs. 450 per mensem *plus* Rs. 150 for the school department, or Rs. 600 in all, or Rs. 250 in excess of the maximum grant allowed to a second grade college.

21. Now, it seems to me that if a college, and more especially a fully-equipped college, is to exist at all, it is essential that its teaching power should be of the highest order obtainable in the country, or by importation, whether the institution be Government or private. This principle has been kept in view in organising the two first grade State colleges, and is also being applied, as far as means will admit, to the newly constituted second grade Government colleges. If it is expedient that the State should adopt this principle as regards its own agency, it seems to follow unquestionably that in so far as it leaves the highest education to private agency, it should to the extent of its means, act on the same principle. It is not to the interest of the country that graduates should be produced who have not been subject to the highest culture and civilising influence possible. It matters not whether that culture is conveyed by private or Government agency, the end being the same, the supply to the country and the public service of a class of highly educated men. To cripple by parsimonious policy the efficiency of such institutions is, I venture to think, a political mistake. Such being the position, the question follows—Is the State affording to such private institutions aid sufficient under adequate guarantees? I submit that it is not.

22. I think it will be admitted that if a college is to be a highly efficient means of imparting Western knowledge, it is necessary that the staff should mainly consist of highly-educated professors from Europe. The Government have so equipped all the great State colleges in the three Presidencies. Now, taking the attendance at a college at, say, 200, the average number of students attending the three chief first grade colleges in this Presidency, I would fix the staff and its pay as shown below. The salaries are fixed at very low rates for superior European and

Native service, as will appear from a comparison with those given in the Presidency College, although they closely approximate the salaries paid in the Madras Christian College :—

Presidency College.	Rs.		Rs.
Principal and Professor of English . . .	1,250	Principal and Professor of English (Europe) .	500
Professor of Philosophy	850	Professor of Philosophy (Europe) . . .	450
Do. of Mathematics	850	Do. of Mathematics (Europe) . . .	450
Do. of Natural Science	750	Do. of Natural Science (Europe) . .	350
Do. of History	600	Do. of History (Europe) . . .	350
Do. of Sanskrit	850	Do. of Vernacular Literature . . .	200
Pandits (approximately)	240	Two Pandits	100
	5,390		2,400
Per annum .	64,680	Or annually .	28,800

Now, assuming that fees are levied from all students at the highest rate fixed for aided institutions, the income would be Rs. 3½ × 200 or Rs. 700 a month, or if levied at the rate fixed in the Presidency College, Rs. 5, Rs. 1,000 monthly, thus leaving at the first rate Rs. 1,700 monthly to be provided by the managers, or at the Government rates Rs. 1,400 to be so provided. Now, but for the maximum restriction, an institution with such a staff might receive a maximum grant of one-third the charge for salaries, assuming each of the professors to receive the maximum aid which may be granted under Rule 27, or Rs. 800 monthly, thus leaving it to the managers at the present rate of fees to supply a balance of Rs. 900 a month, or at Government rates a balance of Rs. 600 only. It seems to me that the demand on the managers is already too heavy under the ordinary operation of the rules without enhancing it by the aggregate limit which is fixed without any reference to the expenditure incurred.

23. But it may be urged that this arrangement would be too expensive to the State. This question can only be answered by reference to the sum which Government pays in the Presidency College for the education of graduates. This according to the returns was Rs. 56,260 or Rs. 70,320 if 25 per cent. for the authorized pension liability is added, but leaving out of account the capital sunk in buildings, *viz.*, Rs. 2,50,000. The University course extends over four years; consequently the present cost to the State of each graduate educated at this college is Rs. 1,800; and if the fact be taken into consideration that probably not more than 50 per cent. of the matriculated students who continue their studies for the degree examination pass the first examination in arts, and not more than 50 per cent. of these finally obtain a degree, the real cost to the State may be estimated at, roughly, Rs. 7,200.

24. Now, how would the matter stand in the hypothetical case given above. The maximum grant claimable is Rs. 800 or Rs. 9,600 per annum. As there are 200 students, this gives the annual cost to Government for each as Rs. 48, or a total cost for the four years' course Rs. 192; and if this be quadrupled to allow for 50 per cent. of failures in the F.A., 50 per cent. in the B.A. examinations, the total cost to the State is only Rs. 768 against Rs. 7,200 at the Presidency College, that is, by one agency the State pays for practically the same article nearly ten times as much as by the other.

But whilst pointing out this fact, I do not wish it to be implied that I think the State agency can with advantage to the country for years to come be dispensed with, although I consider the present cost excessive.

Now, the case which I have stated as a hypothetical one is very analogous to the existing state of things in regard to the Christian College.

	Rs.
Professor of English	450
Do. of Mathematics	450
Do. of Philosophy	450
Do. of Natural Science	365
Do. of History	365
Do. of Vernacular Literature	175
Four Pandits on Rs. 40	160
	2,415

The gross cost of this staff was Rs. 31,214, including contingent and other charges.

It had an average attendance of 203 pupils, from whom it received a fee income of Rs. 7,722, leaving the net cost of each pupil to the institution Rs. 116, or to Government Rs. 35. Thus, if the present restriction is to be maintained, presuming the institution continues on its present footing, the country would be provided with graduates without allowing for failures at a total cost of 140 rupees against Rs. 100 (F.A.) + Rs. 175 (B.A.), or Rs. 275, the total results grant claimable for each graduate by an aided institution under the Bombay system. I trust the

Government will hold on the facts above stated that it is inexpedient to maintain the restriction on the College Department of the Free Church Institution.

25. Of the other institutions the Patcheappah's School has since become a college; but, though it is still receiving the grant to which it is entitled, subject to the restriction, as a high school only, I see no reason why the above institutions, as well as the second grade colleges at Trichinopoly and Coimbatore should any longer be restricted, except in so far as the following proposals will affect the grants they may receive for their lower departments.

26. The restrictions which, if approved by Government, I would introduce as rules into the grant-in-aid code are as follows:—

(1) That no aid shall be given by Government to the primary department of any collegiate institution.

(2) That in no case shall the aid given by Government to the middle and superior departments of a college, or to any department of a high school, exceed in a department the difference between the income from fees in that department, calculated at Government rates according to the Notification of 1877, *plus* the proceeds of any endowment, and the cost of the department.

(3) That, if at the close of a year it be found so to have exceeded in any one department, that excess shall be deducted from the grant to that department in the following year.

(4) That in Madras no boys' school, not being for Europeans and Eurasians, for Muhammadans or the poorer Hindus and Native Christians, shall receive aid for teachers in any class below the lower fourth class.

(5) That an allowance shall be made for free scholars not exceeding 5 per cent. of the average strength of a class.

27. The present grant-in-aid code contains no restrictions beyond those connected with the grade of the teacher and the claims of the locality and the funds at the disposal of Government. The consequence is that schools receive aid for departments for which aid is not required or stint one department of its proper teaching staff, in order to utilise the savings for some other department, especially a higher department. I think such a course very objectionable, and believe it of the highest importance that the teaching staff of each department should be complete in its way, and that the aid of the State should only be given to meet this object.

28. I have fixed the fee-revenue at Government rates, because I think managers should be encouraged to equalise their rates with Government rates, and because it seems very desirable that a small margin should be fixed in each school to allow of private liberality. So long as managers are at liberty to charge favourable rates of fees, where there is no Government competition, the tendency is for them to do so at the expense of the State.

29. I propose to grant no aid throughout the Presidency for primary classes in collegiate institutions; for apart from the consideration that provincial funds are ordinarily only responsible for the highest primary standard, *i.e.*, the fourth (2nd class), the other standards being paid for from local and municipal funds, I believe that the popular estimation of the efficiency of the primary classes in large institutions is so high, that these classes can always be made self-supporting.

30. In the town of Madras, I think it unnecessary to aid classes below the lower fourth, for Government competition with private schools only begins at this point, the lowest class in the Presidency College being the lower fourth. The restriction may gradually be applied to the mofussil, but I would not at present deal with this restriction in the rules, but leave its gradual introduction to the discretion of the Director.

31. [illegible] grants of the Presidency, the high and middle departments in Hindu schools are [illegible] becoming self-supporting, even at the present rates of fees in aided schools, as the following table shows:—

Districts.	1879-80.			
	Grants from General Revenue.	Fees, &c.	Other sources.	Total.
	Rs.	Rs.	Rs.	Rs.
Tanjore	15,413	29,504	3,794	49,471
Coimbatore	3,648	7,489	—997	10,140
Godavari	8,657	9,052	4,386	22,151
Madras	23,562	50,154	17,953	96,877
Total	51,280	96,199	25,136	1,78,639

It will appear from this statement that the Government grant is about 50 per cent. of the fee-revenue, and that grant double the sum provided from other sources, so that if the fee-revenue were increased to Government rates, which, deducting endowments, would come to about 25 per cent. on the total shown under fees, and the grants remain unchanged, the demand on "Other sources" might cease, or the Government grant be proportionately reduced.

32. The case, however, in colleges is different, and I am of opinion that the Government should encourage the one or two superior institutions that exist to employ highly efficient *European* agency by allowing, in special cases, to graduates of good universities in Europe, as in the case of poor schools, a grant of 50 per cent. of salary instead of 33 per cent. Such an indulgence would mitigate the limitations which I have proposed above, whilst the savings which may accrue under these limitations would probably suffice to meet the difference between the 33 per cent. and 50 per cent. grants which would naturally only be given in a few cases, as the importation of high-class teachers from Europe is necessarily very rare.

33. Assuming, however, that the proposals which I have made above are approved, the grant to the Christian College and other institutions concerned will be approximately as follows:—

Institutions.	College Department.		High School.	Middle School.	Total.		Present Grant.
	Grant at one-third of the Salaries.	Grant at 50 per cent. of Salaries to European Professors.	Grant at one-third of the Salaries.	Grant at one-third of the Salaries.	Grant at one-third of the Salaries.	Grant at 50 per cent. of Salaries to European Professors.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Madras Christian College	8,800	12,560	...	...	8,800	12,560	7,200
Patcheappah's College	2,500	3,300	...	...	2,500	3,300	2,400
Trichinopoly College (S.P.G.)	1,800	2,500	...	...	1,800	2,500	4,200
Tanjore College (S.P.G.)	3,800	4,700	...	...	3,800	4,700	4,200
Coimbatore College	2,080	2,080	960	...	3,040	3,040	4,200
Vepery High School (S.P.G.)	...	...	1,760	...	1,760	1,760	2,400
Church of Scotland Mission High School	...	...	1,800	...	1,800	1,800	2,400
Wesleyan Mission High School, Royapet	...	...	1,480	...	1,480	1,480	2,400
London Mission High School, Madras	...	...	1,700	...	1,700	1,700	2,400
Total	18,980	25,140	7,700	...	26,680	32,840	31,800

It will be seen from this statement that even if the maximum rate of grant be fixed at 50 per cent. for European professors, the increased charge on provincial funds would be trifling but I am hopeful that the restrictions proposed, if approved by Government, will lead to the employment of superior teaching agency in all departments, which would result in increased demand for aid. In the inferior institutions above mentioned, a change in this direction is much needed.

34. It remains now for me simply to remark upon the Secretary of State's suggestion that the fees in the Madras Presidency College should be raised, so that aided colleges might be enabled to raise their fees also, and so make up in some measure for that diminution of their grants-in-aid which they do not deny to be in some measure necessary. The fees have been raised three times during the last twelve years—first in 1868-69, then in 1871-72, and lastly towards the end of 1877-78. The scale now in force is that sanctioned in G. O., dated 23rd July 1877, No. 290.

35. The following table shows the financial results and attendance:—

Years.	Government Schools.		Local Fund and Municipal Schools.		Private Schools.	
	Attendance.	Fees.	Attendance.	Fees.	Attendance.	Fees.
		Rs.		Rs.		Rs.
1868-69	10,563	63,506	...	...	75,994	1,56,894
1869-70	9,899	70,242	...	...	95,035	2,45,116
1870-71	10,284	73,050	...	...	1,04,401	2,51,569
1871-72	8,783	89,311	8,067	7,822	1,17,778	2,82,742
1872-73	9,039	97,553	10,631	10,552	1,72,060	4,26,403
1873-74	9,548	1,01,867	15,662	14,998	2,05,155	4,87,714
1874-75	10,232	1,04,669	19,292	22,072	2,25,770	5,37,150
1875-76	10,637	1,12,313	26,808	30,001	2,46,572	5,53,167
1876-77	9,773	1,13,007	...	...	2,44,622	5,45,237
1877-78	10,378	1,11,644	...	...	2,17,913	4,69,747
1878-79	10,545	1,19,601	29,688	34189	1,96,871	4,80,193
1879-80	10,630	1,17,479	39,765	40,318	2,17,310	5,18,599

From the figures under Government schools alone can any safe inference be drawn of the effect of the increase in the fees, for under private schools are included many small schools in which fees are not levied, or if levied do not appear in the accounts. From the Government school returns I think it may be safely inferred that the increase in the fee rates has had no retarding effect whatever.

There had been a falling off in 1876-77 and 1877-78, which was due to the famine, but the attendance actually rose with increased fees in 1872-73 and in 1878-79.

36. In the following table the attendance during the last twelve years in the Presidency College and the Madras Christian College in classes above the second class is exhibited :—

Years.	Presidency College.				Madras Christian College.			
	College Department.	School Dept.		Total.	College Department.	School Dept.		Total.
		High School.	Middle School.			High School.	Middle School.	
1868-69	127	144		271	51	727		778
1869-70 (fees raised)	143	144		287	70	777		847
1870-71	135	159		294	73	762		835
1871-72	116	119		235	71	753		824
1872-73 (fees raised, Sept. 1872)	115	166		281	86	692		778
1873-74	112	131		243	108	729		837
1874-75	129	137		266	153	773		926
1875-76	165	144	77	386	179	180	385	744
1876-77	154	142	72	368	245	195	398	838
1877-78	196	140	65	401	233	190	377	800
1878-79 (fees raised, Jan. 1879)	163	123	64	350	201	224	339	764
1879-80	182	135	71	388	237	192	352	781
1880-81	193	137	81	411	301	200	428	929

N.B.—The returns from 1868-69 to 1874-75 show the total strength of the school department in a lump, and the strength of the High, Middle, and Primary Departments cannot be distinguished.

This table shows that the first two increases did not affect at all the attendance in the Presidency College, but that it fell temporarily on the third increase; that of the Christian College fell after the second increase temporarily, and again after the third increase in the same way, although the decrease in 1878-79 and 1879-80 had probably more to do with the general distress of the country than the fee-rate, but that in both institutions last year the attendance figure recorded was the highest ever reached by these institutions.

I am, therefore, inclined to think that, so far as these two institutions are concerned, a moderate increase in the scale of fees in the existing ratio between aided and Government schools might be introduced without any prejudicial effects; but whilst holding this view I am fully persuaded that it would be in the highest degree prejudicial to the interests of these institutions, and to education generally, that the fees should be increased in them only without a suitable increase, in the fee rates throughout the Presidency, or, I would rather say, in most parts of the Presidency. In any change which it may be necessary to make, I apprehend that it will be found expedient to reduce the difference between the mofussil rates and the Madras rates in several districts, and in one or two equalise them altogether. Madras schools at present strike me as very unfairly handicapped. Not only is the cost of living in Madras much higher than in many districts, but the fee rates are 25 per cent. more or less higher. It is right and proper that backward and poor districts should be able to educate their children at less cost than in more advanced and wealthy districts, but why the rich townsmen of Cumbaconum, of Tanjore, of Calicut, of Cocanada, should be able to educate their sons at cheaper rates than a townsman of Madras I fail to comprehend. Take Cumbaconum for example. The people are well-to-do, the cost of living is very low, and the teaching is of high order, and yet a boy in Cumbaconum receives his teaching at 25 per cent. less than his fellow-student in Madras. Moreover, I think in the interests of education throughout the Presidency that the youth of the country, when in the last stage, and perhaps even in the first state of their academic course, should be encouraged to come to Madras and receive their final teaching in institutions having European teachers in the chief branches of study. The present system is directly opposed to such a practice. But whilst I consider changes in the direction of the raising of fees generally may be made, I do not think that it would be at all expedient to raise the scale greatly or suddenly. A rise of 20 per cent. in the fee rate would add nearly Rs. 1,50,000 to the fee-revenue of Government and private schools, of which about Rs. 30,000 would appertain to Government. Such enhancement, together with a reclassification of mofussil towns which enjoy favourable rates, might be introduced at the close of the current official year, or on the 1st January 1883, *i.e.*, five years from the last rise, with advantage. In

any revised scale, I am of opinion, for reasons not necessary to detail here, that term fees should in college classes take the place of monthly fees, as in the Medical College, and, further, that a scale of penal fees should be introduced, and the scale of entrance fees revised.

37. Should the Government approve, I will submit a revised scale for consideration after consulting departmentally the principal Government officers and heads of private schoc'

ORDER THEREON, 20TH OCTOBER 1881, No. 342.

The memorial read above is addressed to the Government of India. The memorialists will be informed that, as no appeal lies in such matters to the Government of India from the decisions of this Government, the memorial has been treated as an application to this Government for a reconsideration of the subject.

2. As regards the different points raised by the Director of Public Instruction, the Government record the following observations.

3. With reference to the Director's remarks in paragraphs 6, 9, and 21 regarding the general course of policy which should be followed, it must at once be stated that the ability of Government to adopt what they may be satisfied is on general principles an advisable policy is limited narrowly by their means. It is not in their power to make a larger allotment of provincial funds for educational purposes than at present, unless from some additional departmental income newly raised. The present proportion of the whole provincial income allotted for educational purposes is close upon 10 per cent. and is in excess of the assignment for this service from imperial funds. Whether the distribution of the amount can be improved is a different matter, and one on which the Govment look to the Director for suggestions.

4. As to the intention of the orders of 24th December 1878 and 23rd August 1880 in regard to the reduced grants to certain specified institutions, the Government observe that these orders were passed in the belief that the reduced grants-in-aid were as much as these institutions were entitled to "with due consideration of the requirements of each locality and of the funds at the disposal of Government." It was considered that the time had at length arrived when these institutions, most of which had been in receipt of exceptional State aid for a considerable number of years, might reasonably be left in a greater degree to their own resources, while the savings thus affected were applied to other educational objects, for which funds were urgently needed. As regards the question "whether on grounds of public policy it is desirable to maintain restrictions outside the purview of the code, which are intended to be of a permanent character," the Government observe that it is only by maintaining such special restrictions that effect can be given to the provision of the code already quoted, a provision which under present circumstances is indispensable.

5. The Government are not, however, unwilling to reconsider the amounts of the grants under discussion, provided Mr. Grigg can show that the reductions made were destitute of principle, or improper in amount, and that it is in the power of Government to make larger grants with due consideration to the claims of others and to the needs of the locality concerned in each case. Mr. Grigg's argument in paragraph 15 of his letter regarding the fee basis, on which the present restrictions are founded, is fair enough, but it is observed that the scheme of the late Director was intended to apply only to schools and colleges in Madras and in mofussil towns of the *first* grade, and that the comparison between the two in no way supports the allegation of grievance on the part of the Madras institutions.

6. The argument in paragraph 19 the Government are unable to follow. The grant for the school department of a college was purposely fixed at a lower rate than that for an independent higher class school, on the ground that the salaries of the teachers employed would be considerably lower in the former than in the latter case. Granting, however, that the practical result would be to reduce the grant for the college from Rs. 200 to Rs. 150, the latter amount would still be one-third of a total charge of Rs. 450, while the real grant of Rs. 200 would correspond with a maximum teaching charge of Rs. 600.

7. The reasoning of paragraph 21 is beside the mark. It is not a question of what would be best with unlimited means, but what is best to be done with the means at present existing.

8. Mr. Grigg's arguments in paragraphs 23 and 24 are apparently unsound. The comparison is of dissimilar things. The cost to the State of a graduate at a State college and at a private college does *not* show the relative cost at which "the country is provided with graduates" in either case. It may be, and perhaps is, the case that the State college article is the more expensive, but this is not proved by taking the private college article simply at the cost of the Government grant-in-aid on his account. The calculation in paragraph 23 cannot be checked in the absence of complete data.

9. It remains to consider Mr. Grigg's proposals, and without dissenting from his propositions as to what is desirable if an abstract college is to be developed to the pitch of perfection and as to the non-necessity of discussing the relation of existing educational practice to the policy enunciated in 1854, the Government consider that that policy must so far guide their practice as to bar increased State expenditure on the higher education, so long as the means available are inadequate to meet the demands of the masses for elementary education. The Government must, therefore, at once state their inability to adopt the proposal that the State should grant 50 per cent. of the cost of highly efficient European agents in colleges instead of the 33 per cent. maximum of the rules. Mr. Grigg says that this would not lead to much immediate increase of provincial expenditure, but he is "hopeful" that it would ere long result "in increased demand for aid." No doubt it would, but there would be no funds with which to meet it. The Government observe that in the case of the Christian College it would raise the State grant-in-aid at once to Rs. 12,560 yearly as compared with Rs. 10,047, the grant in 1877-78 before the reduction, Rs. 7,200 the reduced grant, and Rs. 8,800 the maximum allowable under the rules at one-third of the salaries. The case of the Trichinopoly College (S.P.G.) seems to call for further explanation. The grant in 1877-78 was Rs. 5,712. This was reduced to Rs. 4,200, while the proposed grant at one-third of the salaries is only Rs. 1,800. The high schools have apparently been treated on somewhat similar and uniform principles, but the case of the Trichinopoly College seems to have been exceptionally dealt with. The Government repeat that, while they cannot contemplate any increase of expenditure from provincial funds, they are in no way opposed to improvements in the distribution of the funds available.

10. If it be the case that the financial position of the Education Department is such that it is not necessary in any case to restrict grants-in-aid beyond the requirements of the rules, the Government have no objection to the withdrawal of such unnecessary restrictions; but they cannot admit the force of Mr. Grigg's arguments, and they are by no means satisfied that the demands for the secular education of the lower classes have been so completely satisfied in this Presidency that there are surplus funds allowing of increased aid to higher education up to the maximum allowed by the rules, and still less in excess of that limit.

11. The new conditions for grants-in-aid, which Mr. Grigg proposes in paragraph 26, seem reasonable and unobjectionable, and the Government do not object on these conditions, to relax the restrictions which were specially imposed on the specified institutions, so as to give them the benefit of the revised rules, if Mr. Grigg is prepared to say that he can afford it in justice to others, and without increased provisional expenditure.

12. The Government are ready to further consider the rates of fees in college classes, State and private, Presidency and mofussil. A reasonable increase would be only in accordance with the avowed policy of Government as regards aid to higher and lower class education respectively; but care must be taken not to force the Natives of the country from Government colleges into missionary institutions. The ratio between the scales of fees at State and private colleges should be discussed, and it should be stated how far this agrees in this Presidency with what is observed in such cases in Bengal and Bombay. At present the Government are inclined to believe that, in proportion to means, aid is given at a far higher rate in this Presidency than elsewhere.

(True Extract.)

R. DAVIDSON,
Chief Secretary.

Enclosure III.

From the Executive Missionary Education Committee, to the General Council on Education in India.

ANSWERS TO QUERIES.

1.—Are the Education Despatches of 1854 and 1859 being carried out in your district in such a way as most effectually to overtake the education of the "great mass of the people?"

1. This question must be answered decidedly in the negative. How the facts stand with reference to the education of the mass of the people, appears fully in a paper by the Rev. James Cooling, of the Wesleyan Mission, Madras, a copy of which I send you. We need mention here only this fact that in 1879-80 there were, according to the Director's Report, 247,771 pupils in primary schools and 20,608 in secondary and higher institutions, or 268,379 in all in a population of 31,308,379, or 1 to every 117 of the population.

2.—Does the system of *permanently* maintaining *Government* schools and colleges tend—

(*a*) To discourage the origination and maintenance of aided or unaided institutions by Natives or others?

(2*a*.) The permanent maintenance of Government schools and colleges does tend in our opinion to discourage the establishment of independent institutions. When first established, Government institutions were no doubt required in most places where they were set up, and have done much, along with aided institutions, in fostering education and begetting a general appreciation of it throughout Southern India. It is now, however, so far advanced and so generally valued that were the Government institutions to be given up, independent institutions would, at least in the Tamil districts, immediately take their place. The statement is borne out by the number of aided colleges and schools which at present exist. (1) Apart from mission colleges, there are five other independent colleges in the Presidency—Patcheappah's College, Madras; the Hindu College, Vizagapatam; the Hindu College, Tinnevelly; the Zamorin's College, Calicut; and Coimbatore College. (2) Besides mission schools there are at least a dozen high schools established and maintained by Natives throughout the Presidency. Were Government to withdraw from direct effort in accordance with the principles of the Despatch, we do not think there would be any difficulty in transferring their institutions to Native management.

(*b*) To the diminution or withdrawal of grants-in-aid from private institutions which come into competition with those of Government?

(*b*) Throughout this Presidency there are not many cases in which private institutions come into direct competition with those of Government. But when it does happen, and where especially the Government institution is hard pressed by the aided institution, the natural tendency of the Educational Department is to help the former by reducing the grant to the latter. The plainest and most notable instance is that of the Christian College, Madras. As soon as it became a serious rival to the Presidency College, a cry of alarm was raised by the latter, and various means were taken to strengthen it. Besides other steps, a legitimate increase of grants was on various occasions refused to the Christian College when applied for—(on one of these occasions the Acting Director of Public Instruction was the Principal of the Presidency College), and by and by an opportunity was found to reduce the grant from Rs. 10,000 to Rs. 7,200.

The Principal of the Zamorin's College, Calicut, writes:—"I believe that the existence of the Government college here did lead to our being refused a grant."

Notwithstanding the avowed policy of the Despatch, it seems to us hopeless to expect that the Educational Department will ever foster aided institutions that enter into serious competition with Government institutions. The tendency of the department is rather to foster the latter at the expense of the former.

(*c*) To the framing of rules which make the receiving of grants-in-aid or local scholarships needlessly difficult or embarassing?

(*c*) The grant-in-aid rules (with the mass of forms and returns required) are excessively troublesome and embarrassing, but how far their complicated character is connected with the maintenance of the Government system we cannot venture an opinion.

(*d*) To partiality towards Government institutions on the part of inspectors, &c.

(*d*) We believe that the cases in which Government inspectors manifest conscious partiality are very few, if any.

Yet it cannot be doubted that the maintenance of the Government system affects independent institutions prejudicially in two ways. First, the Government Educational Department with its directing, inspecting, and teaching agency is one united whole, and the interests of every official are bound up with the interests of the whole department. It cannot, therefore, be expected, human nature being such as it is, that the Government Educational officials should not have a favourable regard for the system of which each forms a part, and with which his interests are identified. They cannot be expected, on the other hand, to take so warm an interest in the welfare of institutions that lie outside the department, and may in some respects be regarded as antagonistic to it.

Secondly, the standard by which all schools are judged is that laid down in the Standing Orders for Government schools. Wherever a private school deviates from a Government school in organisation, mode of teaching, or general management, that is regarded as a defect, and noted accordingly. The rules for the middle school examination have been framed on the supposition that the curriculum in Government schools is universal, and those schools which do not follow it are placed at a disadvantage. The Director then, in his report on the examination, draws a comparison between Government and aided schools. The tendency is more and more to repress independence and reduce all schools to one rigid Procrustean form after a Government model. One inspector lately went the length of issuing an order to the schools in his district to use only the Government books. In one mission school the order was treated as waste paper, but in others more respect might be paid to it; and the issuing of the order illustrates the tendency.

3.—Can you suggest any practical improvement on the present administration of educational business, or any change in the allotment of educational funds?

3. With reference to the present educational administration in this Presidency, what we regard as the main evil is the tendency to bring all educational activity under a hard-and-fast mechanical system, and thus to reduce to a mimimum the independence of private institutions. For example, Government schools are organised with a curriculum of seven classes I, II, III, Lower IV, Upper IV, V, VI. The last, or highest, is prepared for the entrance examination of the University. All aided institutions are expected to be organised in exactly the same way. Then there are three Government examinations laid down for all schools, and made compulsory for aided as well as Government institutions. The first class must pass the lower primary examination; the second the upper primary examination, and the upper fourth the middle school examination. The two primary examinations may be conducted by the head masters or managers of the schools, provided that the school reaches a stage higher than the examination,—that is, the head master (or mistress) of an upper primary school may conduct the lower primary examination, or the head of a middle school the upper primary. In the other cases the examinations must be conducted by the Government inspectors. But in all cases the marks obtained by each pupil in each subject must be sent in to the Director, and the names of those who pass are published in the Government Gazette! The middle school examination, again, to which all upper fourth classes are subjected, is conducted by outside examiners appointed by the Commissioner for the Uncovenanted Civil Service Examinations (who is the Director of Public Instruction) by means of printed papers. Those who pass are duly published in the Gazette, and none who fail in any subject can be promoted to the fifth class without the special grace of the Director. Further, as if these examinations were not enough, the Director lately invited aided schools to submit their lower fourth and fifth classes to a comparative examination with Government schools, and to bind themselves to make promotions to the upper fourth and sixth classes according to the results. Most mission schools, we believe, politely declined the invitation. Thus, it will be seen that the internal economy of even aided schools is to a very large extent taken out of the hands of the managers and put into the hands of Government officials.

Further, the subjects for all these examinations are prescribed by Government, and in many cases the very books. The standards, moreover, are screwed up to as high a point as possible, and it puts a strain upon both teachers and pupils to read up to the standard within the time allowed. But, of course, in a scheme laid down by Government, no place is allowed for any religious instruction, and you may understand the difficulty with such high and rigid standards of making a place for it. Pupils of aided schools are plainly put at a disadvantage in their competition with Government schools.

It is readily acknowledged that this organising and centralising activity on the part of the Government Educational Department has had some good results. Aided schools are no doubt a very varied and heterogeneous class, and where the management was bad and the education unsound, the interference of Government at so many stages has produced some good effect. But on really good and well managed schools it naturally produces a different effect. It infringes the legitimate freedom of managers, cramps the whole internal economy of the schools, tends to squeeze out religious instruction from the course, tends to reduce all education to one dead level, and inflicts injustice on many individual pupils. Under such a hard-and-fast system, the parish schools of Scotland, it is unnecessary to say, could never have produced their best results.

Now, as to the remedy,—we believe it is hopeless to expect any improvement so long as the Director of Public Instruction has Government schools to administer directly. All schools must be made as much Government schools as possible, and all improvement in Government schools is to be attained by the multiplication of rules or Standing Orders. (The book of Standing Orders for Government schools is a volume of 152 octavo pages.) With the bureaucratic system that universally prevails in India the evil will grow, so long as the Director feels himself responsible in Government schools for every detail of school management. There would be a hope of some freedom if Government schools were given up, a broader and more liberal policy would have a chance, and a Director might arise who would see it to be his duty in accordance with the principles of the Despatch to "foster a spirit of reliance upon local exertions and combination for local purposes, which is of itself of no mean importance to the well-being of a nation."

As to the second point—the allotment of educational funds,—the withdrawal of Government from direct education, especially of the higher kind, would set free a large sum which might be devoted partly to grants-in-aid and partly to aid municipalities and local fund boards in extending primary and secondary education.

To show the expenditure on education in this Presidency, we quote the following from the Government Order on the Director's last published Report:—

"The entire expenditure on education in 1879-80 was Rs. 28,23,473, of which Rs. 10,36,053 came from provincial revenues and the Educational Building Fund, Rs. 3,53,783 from local funds, Rs. 58,799 from municipal funds, and Rs. 13,74,838 from endowments, fees, and other sources. * The percentage spent on superintendence was 10·55;

* The fees amounted to Rs. 6,91,727, and of the remaining Rs. 6,83,111 the larger portion is contribution by managers of aided schools.

on primary instruction 45·24; on secondary instruction 21·91; and on superior general instruction 7·66. The remainder was spent on miscellaneous charges, special instruction, &c."

But of the above total expenditure, the only portion over which the Government Educational Department has direct control is Rs. 10,36,053 from provincial revenues and the Educational Building Fund. This was allotted as follows:—

	Rs.	Per cent.
Direction and Inspection	2,24,605	21·68
Arts Colleges	1,08,204	10·44
High Schools	49,946	4·82
Middle „	53,407	5·15
Primary Schools	82,129	7·93
Special Colleges and Schools (Arts, Medical, Engineering, Normal)	1,40,270	13·54
Scholarships	23,245	2·24
Buildings (Government)	69,713	6·73
Miscellaneous	20,057	1·94
	7,71,576	74·47
Deduct profit on the University	1,156	·11
	7,70,420	74·36
Grant-in-Aid	2,65,633	25·64
	Rs. 10,36,053	=100·

The arts colleges had an average daily attendance of 460 students, so that each cost Government Rs. 235-3-7. In the high schools there were 960 pupils, so that each cost Government a little over Rs. 52, and in the middle schools there were 3,512 pupils, each costing Rs. 15-3-3. The corresponding cost to Government of pupils in aided institutions was—college Rs. 63-5-3; high schools Rs. 21-7-5; middle schools Rs. 9-1-9. The above analysis is sufficient to show (1) how comparatively small a proportion of provincial revenues—25·64 per cent. —is expended in grants-in-aid, and (2) how expensive are the higher Government institutions. It is manifest that if the money at present devoted to these were devoted to aided and primary education, there would be at once an immense saving and a great extension of education. Further, were Government colleges and high schools abolished, independent institutions would be able to raise their fees, and so effect a saving which would naturally go to the further extension of education.

4.—What importance do you attach to the carrying out of paragraphs 62 and 86 of the Despatch of 1854 for the "abolition" or "transference" of Government institutions, especially those of the higher class, and can you suggest any way in which it can be done without injustice to the natives, injury to the institutions themselves or to the higher education?

4. The foregoing remarks show the importance we attach to the carrying-out of the paragraphs referred to. We believe that an honest adherence to the policy there laid down is the one chief measure required to put education in this Presidency on a sound footing. We do not of course plead for a hasty and ruthless abolition and transference of all Government colleges and high schools. The policy must be carried out judiciously. The Government have three first class colleges. The most important is the Presidency College. So large an institution can hardly be closed at a moment's notice, but the steps recently taken for extending it might be at once reversed and at no distant date the college might be removed without the smallest injury to education. If only such support as the rules at present in force entitle them to were given to Pacheappah's and the Christian College, these institutions would be fully competent for all the work. Combaconum College might be transferred without much difficulty to Native management. Rajahmundry College is in a more doubtful position.

In Combaconum a small step has already been taken in this direction with the best result. The high school in connection with the college has been abolished, and there are now *three* high schools in Combaconum, two of which are entirely self-supporting without even Government aid, and the third with small Government aid makes a profit.

5.—Are there any unaided indigenous schools in your district of such a character as to benefit the people, and can you suggest any way in which the growing desire for education can be met without undue strain on the Government revenue or too severe pressure on local resources?

5. There are numerous indigenous schools throughout the Presidency, known as pial schools. Many of these are now being improved and developed by local fund boards and municipalities. This mode of action can be carried on indefinitely, if only there are sufficient local resources. The taxes for this object cannot be indefinitely increased, but aid could be afforded out of the present allotment to education from provincial revenues if the policy laid down in the despatch were carried out.

6.—Can you give any facts or well-grounded opinions illustrating the effects of the higher education of the youth of India in Government or aided institutions—

(*a*) In fitting them for the right discharge of the practical duties of life?
(*b*) On their moral character and conduct?
(*c*) On their social and political relations to society and to the State?

6. To this question we cannot venture a reply for two reasons:—(1) it would be too much an estimate of the influence of our own work as compared with that of others, and (2) neither the Government nor the Christian system manifest their fruits in their purity and simplicity, as the students trained in each have intercourse with and thereby influence each other.

7.—To what extent do you consider Natives of India competent and suited for employment in the Educational Department?

7. Natives of India are very largely employed in the Educational Department, even in some of the highest offices—the whole staff of Combaconum College is Native—but for the best educational results there must always be a considerable number of Europeans engaged in colleges and superintending schools.

WILLIAM MILLER.
EDWARD SELL.
J. MURDOCH.
JAMES COOLING.
D. SINCLAIR.
J. COOK.
} *Members.*

WILLIAM STEVENSON, *Secretary.*

MADRAS, *September 28th, 1881.*

(II.)—LETTER FROM THE EXECUTIVE MISSIONARY EDUCATION COMMITTEE OF MADRAS.

From the Executive Missionary Education Committee, Madras, to the Honourable W. W. HUNTER, C.I.E., LL.D., President of the Education Commission.

In the month of February last we had the honour, through the Secretary to the Government of India, Home Department, of laying before you certain papers bearing on the administration of educational affairs in this Presidency. Those papers were chiefly a memorial to the Madras Government with a correspondence which arose out of it, and a memorial to the Right Honourable the Secretary of State for India, together with a correspondence respecting the Madras Christian College. The main question discussed in those papers is whether the educational policy laid down in the Despatch of 1854 has hitherto been carried out in this Presidency, and especially whether aided education has received that encouragement and support to which by the principles of the despatch it is entitled.

2. Since then the Commission has visited Madras, and has obtained a large amount of information on this and other educational subjects, from witnesses representing all classes of the community and all branches of educational work. The committee is of opinion that the evidence thus obtained strongly supports the main contention in their memorials, *viz.*, that the time has arrived when a beginning may safely be made in carrying out those principles of the Despatch of 1854 which have not yet been put in force. The evidence also points out various reforms necessary in the details of administration. To these two points the committee would briefly call the attention of the Commission.

3. In the public prints and in some of the evidence which has been given before the Commission, it has been stated that missionaries, in urging as they have done the full carrying out of the principles of the Despatch of 1854, are aiming at restricting higher education, and at getting it into their own hands. As there are representatives of all the Protestant Missionary Societies engaged in educational work in South India on our committee, we may to some extent claim to speak for them, and, in so far as we can do so, we emphatically deny any such aims, and protest against our being charged with them. We appreciate to the full the advantages which the higher education has brought to the Natives of this country, we are endeavouring from day to day to extend it, we believe it to be for the interests of our special work as missionaries that it should extend, and we deprecate any restriction of it as strongly as those who now charge us with attempting to bring such restriction about. It is true we have advocated and still do advocate the *gradual* withdrawal of Government from the *direct* control of colleges, but one of our chief reasons for doing so is because we believe that such a step will greatly advance

the cause of higher education, as only by such means is there likely to be that multiplication of high schools and colleges which the extension of primary education will, we trust, ere long make necessary.

As for seeking the closing of Government schools or their transfer to local bodies in order that the Natives of this country may be compelled to attend mission schools, nothing could be further from our aims. There are very few places, if any, in this Presidency in which Government schools now exist, where, if the Government school were closed, the Natives would be obliged to go to a mission school. No enlightened Government would ever be guilty of perpetrating the injustice of compelling any class of the people to send their children to schools to which they have a conscientious objection, and for missionaries to try to bring this about in order to advance the cause of Christianity would be the most unwise policy they could possibly adopt. But we do not need to defend ourselves from this charge, for we are glad to find that the Government of India in its resolution appointing the Commission has clearly defined the "local bodies" to whom it is prepared to hand over its own colleges or schools as "bodies of Native gentlemen," thus expressly excluding European missionaries.

4. The two leading principles of the Despatch of 1854 which have not yet been applied in this Presidency, are the extension of education to the mass of the people (paragraph 41) and the gradual withdrawal of Government from the direct control of higher education, paragraph 62).

With reference to primary education there was an unanimity of opinion among all the witnesses, that a wide extension of it is immediately possible. There are some of the very lowest classes of society who have no desire for education, and there are others a grade higher in the social scale, *viz.*, the agricultural labourers, whose masters would raise difficulties in the way of anything that tended to their social improvement; yet, leaving these classes out of account altogether, there is still a work waiting to be entered upon that will tax the efforts of Government and all local agencies for many years to come. As to the means for carrying out this various suggestions have been made, the relative merits of which it is not necessary for us to discuss. We would simply note that in all there is the recognition of the following principles,—that primary instruction should be as far as possible entrusted to local administration, that the end to be aimed at is the establishment of a system of village schools which shall eventually become self-supporting, that this result can best be brought about by a system of grants-in-aid so administered as to awaken an interest in education in the village communities themselves, and that the present indigenous schools should not be swept away, but improved and utilized.

5. With regard to the closing of Government institutions of the higher order, or their transference to the management of local bodies under the control of and aided by the State, contemplated in para. 62 of the Despatch of 1854, we beg especially to call your attention to the facts brought out in evidence. All the witnesses who discussed the subject, with one exception, were agreed that with certain restrictions the time might be looked forward to, when the supply of higher education should depend entirely upon indigenous non-Government agencies.*

There was an equal unanimity that, whatever means are used to bring about this end, nothing should be done which would in the least check the cause of progress. As to the steps which are immediately practicable, there was ample evidence that in the most advanced districts school education up to the matriculation standard has become almost self-supporting from fee-revenue alone. In Combaconum it has become actually so, and the present Director of Public Instruction, recognising this, has closed the high school department of the Government college, and withdrawn the grants-in-aid from the aided institutions of the town. The effect upon the growth of a spirit of self-reliance upon local exertions which this withdrawal has had, and the effect which a similar policy is likely to have in other towns is so well expressed in the evidence of the Principal of the Presidency College that we beg to quote it. He says (Answer 37): "In a town like Combaconum, where there is a large population eagerly desirous of instruction, the withdrawal of Government from precollegiate instruction has given the people an opportunity of showing how readily they can combine for local purposes. It has also shown that a school teaching up to the matriculation standard can support itself by fees without a grant-in-aid. In most of the large towns of this Presidency where there is anything like a similar demand for education, not only might Government withdraw from its own precollegiate schools, but grants-in-aid might also cease."

This committee believes that these facts indicate the course to be adopted. The school education of the most advanced towns in the Presidency may at once be safely handed over under proper regulations to private local bodies, and in course of time the schools in other towns should follow. Whether those private bodies should continue to receive grants-in-aid after the withdrawal of

* *Vide, e.g.*, Cross-examination of Dr. Duncan, p. 31, Ans. 17 and 18.
Cross-examination of Dr. W. H. Wilson, p. 20, Ans. 2.
Evidence-in-chief of Mr. Justice Muttusawmi Iyer, p. 11, Ans. 36.
Cross-examination of Mr. Justice Muttusawmi Iyer, p. 17, Ans. 3.

Government from the direct management of schools, is a question which would have to be decided for each town separately. A few towns perhaps are as favourably situated as Combaconum, but others are not so, and would need for some time the continuance of a grant-in-aid.

The case of colleges is different, for in them the revenue from fees bears a much smaller proportion to their total cost than in schools. The evidence* shows that some second-grade colleges, as Salem and Cuddalore, are clearly unnecessary, and we therefore are of opinion that they should be closed. Such importance, however, do we attach to the cultivation of a spirit of self-reliance on local resources, that before that is done, we think the people of those towns should have the matter put before them, and if they are willing to carry them on as aided institutions, we should favour their being encouraged to do so. In the case of the other second grade colleges, steps might at once be taken by the Director of Public Instruction, which would ere long lead to the formation of competent boards of management provided with the necessary funds, into whose hands the entire control might eventually be given. The maintenance of first-grade colleges is much more difficult, and it would perhaps be well not to take measures for their transference until the result of the action in the case of those of the second-grade is fully seen.

6. So long as Government retains the direct management of colleges, there is one subject which we earnestly wish to see added to the curriculum of study, and that is some more definite teaching of morality than is now given. All witnessess—Government professors, missionaries and Hindus alike—were agreed that the cultivation of the moral powers is a matter of the highest importance, and that no education can be complete that wholly neglects it. The only point in dispute is the mode in which this moral teaching should be given. We have no doubt that the professors and teachers in Government institutions frequently embrace the opportunities which other lessons afford them of inculcating moral truths, and we are certain that their own example is a powerful influence for good upon their students. Still, we cannot help thinking that greater good might be done, if, in addition to this incidental teaching and this constant example, there were added such definite and precise instruction as would be given if this subject were included in the prescribed course of study. What we believe to be practicable is that in every college, one of the professors should lecture once or twice a week on the duties of a man and of a citizen. In the case of schools, it might be insisted upon that the reading-books from the lowest to the highest standard, both in the vernaculars and in English, should contain lessons on moral duties.

7. It was admitted by all who were practically acquainted with the details of the Education Department that reforms are necessary in regard to:

(*a.*) The number of public examinations that pupils of schools must undergo.† A boy in a Government school six times in his seven years' school career has to submit to a public examination. A further evil is that promotion from class to class is made entirely to depend upon passing these examinations.

(*b.*) The multiplicity of returns and forms which managers of aided schools are required to fill up. It was stated that in many instances a large portion of the time of the inspecting schoolmaster is occupied in getting the necessary information for these returns, whilst managers of several schools are obliged to employ a clerk specially for this purpose.‡

(*c.*) The standards of examination for results-grants, especially those of the fifth and sixth.

(*d.*) Female education where the most pressing reforms are:—

(1) More liberal grants to aided female normal schools.

(2) A relaxation of the rule that gives to a male teacher employed in a girls' school only the same grant that he would receive if employed in a boys' school.

(3) A modification of the curriculum for girls' schools, especially with reference to the lowering of the standards for the upper primary examination. For that examination the Government of India has prescribed *four* subjects, but the Madras Government prescribes *six*, and as it does not include sewing among the subjects to be brought up, it necessitates the teaching of *seven*, or nearly double the requirements of the Government of India.

(4) An adaptation of the examinations for results-grants to the requirements of girls' schools. The arithmetic in most of the standards is too high, and no provision is made in the fifth and sixth standards for pupils not knowing English.

(5) Salary-grants for servants. Women to conduct the girls to and from school are a necessity, and under the old code grants were allowed to them.

* *Vide, e.g.*, Dr. Bradshaw's evidence, Ans. 16.
" " Dr. Duncan's evidence.
† *Vide, e.g.*, the evidence of Mr. V. Krishnamachariar and the evidence of Dr. Duncan, Ans. 62
‡ *Vide, e.g.*, the evidence of Rev. B. Grœter and the evidence of the Rev. W. Stevenson, Ans. 70.

8. The committee would urge upon the Commission the strong opinion they have that the educational policy of Government should be embodied in legislation. An Education Act they believe to be necessary to ensure that the intentions of Government shall be actually carried out. Nothing less than an enactment of the very highest authority is likely to prevent a recurrence of what has of late years taken place in this Presidency, *viz.*, the avowed policy of Government being one thing and its actual administration the reverse. In view, too, of the probable transfer of Government institutions of the higher order to local bodies, and the consequent need for enlisting the sympathy and help of private individuals in educational affairs to a much larger extent than heretofore, it seems especially necessary that *legal* rights should be given to all private educational enterprise. The lack of such security has undoubtedly in the past checked the development of aided education in this Presidency. With the Despatch of 1854 as the avowed policy of the Government of India, with a local Director of Public Instruction (Colonel Macdonald) administering the educational affairs of this Presidency in direct contravention of that policy, and scarcely attempting to conceal that he was doing so, and with a local Government one day stating that the Despatch of 1844 is the charter by which its policy is regulated, and the next day sanctioning the acts of its minister in direct opposition to that policy, it is not to be wondered at that private individuals should be in doubt as to what the Government education policy is, and that this doubt should be a hindrance to the development of private enterprise.

MADRAS, *1st December 1882.*

(III.)—MEMORIAL FROM THE ROMAN CATHOLIC BISHOPS OF SOUTHERN INDIA.

Memorial from the Roman Catholic Bishops of Southern India, to the Honourable the President and Members of the Education Commission, dated Catholic Cathedral, Trichinopoly, the 31st May 1882.

MR. PRESIDENT AND GENTLEMEN,—In reference to the "Outline of the Reports of Provincial Committees," we have the honour to submit some observations on the following points for your consideration.

I. Section L. "Withdrawal of Government from the direct management of schools and colleges."

We desire to deal with this question at some length, as being, in our opinion, one of vital importance for the future of education in India.

The word "withdrawal," as used here, may be taken to mean either a *total* withdrawal, or a withdrawal *to a large extent*, or a withdrawal from certain schools and colleges only, *viz.*, from those in which Government management has become no longer necessary.

A.—A *total* withdrawal from the direct management of schools and colleges was never, for aught we know, contemplated by the Government of India, not even in paragraph 62 of the Despatch of 1854, which we beg to quote here in its entirety: "We look forward to the time when any general system of education entirely provided by Government may be discontinued with the gradual advance of the system of grants-in-aid, and when many of the existing Government institutions, especially those of the higher order, may be safely closed, or transferred to the management of local bodies under the control of, and aided by, the State. But it is far from our wish to check the spread of education in the slightest degree by the abandonment of a single school to probable decay; and we therefore entirely confide in your discretion and in that of the different local authorities, while keeping this object steadily in view, to act with caution, and to be guided by special reference to the particular circumstances which affect the demand for education in the different parts of India."

Viewing the question of a *total* withdrawal of Government from the direct management of schools and colleges in itself, we entertain a strong opinion that such a step would always, and in every case, prove most detrimental to the cause of education in India.

The question is not one which admits only of being considered in the abstract. We have seen the educational machinery working in this country now for more than a quarter of a century under the guiding care of Government, aided by the co-operation of private agencies of every sort, and we are all certainly agreed that the results obtained in the past are most satisfactory. Government institutions, far from having been an obstacle to the rise and development of other institutions, have everywhere enkindled a generous emulation. Hundreds of schools or colleges have arisen, often existing side by side and competing successfully with Government schools and colleges. The number of these latter increases every year; and it would seem as if we may now look forward to a not far distant time when they will meet all the educational wants

of this immense country. It cannot therefore be reasonably apprehended that a system of education which has produced such good results in the past will not be equally efficacious for the same in the future. For ourselves, not only have we no such apprehension, but we feel assured that it is only by Government institutions being allowed to continue as the basis of the educational system, by their being permitted to continue the impulse they have hitherto initiated and directed, that education in this country cannot merely hope to rise to a higher level, but be even preserved from deterioration.

On the other hand, we consider that no agency can efficiently replace the State establishments in promoting education in India. We entertain a decided opinion that any institution which Government handed over to a private agency, be that agency what it may, could not but lose, in most cases, in point of efficiency, and in all cases in point of stability. As a rule, in such cases, that which the authors of the despatch of 1854 were anxious to prevent, would, in our opinion, take place: education would deteriorate. We apprehend further that if Government withdrew from a direct share in the work of education, the balance, which its action now maintains among the other agencies, would be destroyed. The most powerful agency would gradually obtain the monopoly of education, which might then be easily diverted from its true end, and converted into a means of extending some private influence, fostering propagandism, &c.

In a word, the maintenance by the State of its institutions, with full liberty given to other agencies to have their own; the distribution with impartiality by the State among the latter of all the assistance in its power, with the reservation to itself of the right of inspecting and controlling their work, seems to us to be the best, the only safe and progressive system of education in a country like India.

We are confirmed in this view by other reasons to which we shall have occasion to advert in considering the second question, *viz.*, whether it be expedient that Government should withdraw *to a large extent* from the direct management of schools and colleges.

B.—We do not deny that the Court of Directors, in paragraph 62, above quoted, of the despatch of 1854, anticipated a time when it would be possible for Government to withdraw to a large extent from the direct management of higher education. But in our opinion that time is not yet come, nor even near.

The withdrawal by Government to any large extent would mean either that Government institutions now existing would to a large extent be simply closed or handed over to other agencies. That existing Government institutions cannot at present be simply closed to any large extent, so as to come within the meaning of the words "safely closed" of the despatch, is, we think, beyond all question. We have therefore only to consider the other alternative of handing over Government institutions to other agencies, in reference to which Government, in its Resolution of the 3rd February 1882, paragraph 8, speaks only of its willingness "to hand over any of its own colleges or schools in suitable cases to bodies of Native gentlemen, who will undertake to manage them satisfactorily as aided institutions." Considering, then, this mode of withdrawing, and having in view a withdrawal to a large extent, we ask ourselves: 1,—Will Native gentlemen be found willing to accept such a legacy? 2,—Is it to be expected that the present Government institutions will continue to prosper under such change of management?

We do not think that the first question can be answered in the affirmative. As far as we know of the dispositions of Native gentlemen, we exceedingly doubt if any, in whose hands the institutions could be more safely placed, will readily respond to the Government invitation. Such gentlemen obtain at present the same educational advantages without much trouble or expense to themselves. The elements of public spirit and independence, which alone could make them desirous of relieving Government of this trouble and expense, are certainly not as yet sufficiently developed in this country to allow us to suppose that these considerations would move them to undertake the responsibility, and we do not see what else could. We fear that the only Natives who would be likely readily to come forward to take the management of Government schools and colleges would be men not wholly disinterested, men who would associate hope of profit for themselves with the management of Government institutions, and think more of their own interest than of the progress of education.

Admitting, however, what seems to us improbable, that Government find Native gentlemen truly devoted to the cause of education, to whom it may entrust its institutions, even then another very important question remains open, *viz.*, whether the Native gentlemen are likely to succeed in carrying out the work committed to them, so as to maintain education on its previous footing, and prevent deterioration.

It is far from our mind, in saying this, to depreciate the abilities of Native gentlemen. Experience has shown that they can be very good masters, after being very excellent pupils. But if Native agency is to replace that of the State, much more than this is required; skill in management, power of organisation, long experience, a thorough acquaintance with Western knowledge and Western systems of education, are absolutely essential. Now, it is our opinion,

and we may add the common opinion of those who have had good opportunities of seeing natives at work in schools and colleges [see Appendix I], that they are comparatively deficient in these qualities. Not only do we think therefore that if Government institutions were made over to Native bodies, the educational level of these institutions would fall, but that they would do so notably, and would always be inferior to institutions under European management. If it be urged that this inferiority might be partly redeemed by the employment of able European masters, we would reply that though we might admit the partial efficacy of the remedy, we extremely doubt, first, that Native managers would resort to it,—naturally they would prefer to fill their chairs with Native men who would be satisfied with far smaller salaries than Europeans would require; and, secondly, that it will be always easy to find really able European professors to accept office under Native control.

Thus much in respect to handing over Government schools and colleges to Native management. But if, in the very probable case, as we think, of Native gentlemen being slow to accept the legacy Government proposes to offer them, the Government, contrary to its first intention, were to make over its institutions to any managers who would be willing to take charge of them, we see only the Protestant Missionary Societies who are in a position to command men and resources in sufficient quantity to accept the inheritance of Government, and we have grave reasons to fear that in such case education would become, or at least run a serious risk of becoming, a monopoly in the hands of a class; and it would then be easy to pervert the present object of Government education, and convert schools and colleges into engines of propagandism.

But this is not all. There is yet another reason for our feeling that the time for Government to withdraw to any large extent has not yet arrived, and to which, though it is one that affects Catholics personally, we hope due weight will be given.

We beg to observe, first, that Catholics, and especially Catholic Missionaries, are by no means indifferent to the progress of education in general, or to that of the children of their own persuasion in particular. Any one acquainted with the modicity of the resources at their command cannot fail to be surprised that, with such scanty means, they have founded and succeeded in maintaining so many schools, and even colleges, in which they offer a liberal education to people of all denominations. Would that this want of money were their only difficulty! but at times, when they are willing to strain their resources to the utmost for the benefit of education, they find themselves hampered by opposition which it is not always in their power to overcome. Secondly, while protesting this our earnest desire to contribute as much as lies in our power to the spread of education, we are compelled to confess that neither the means at our disposal nor the extent of country over which the Catholic population is scattered (see Appendix II) admit of our supplying with schools all the towns and villages where Catholics dwell. In all such places where no Catholic institution exists, and they are very numerous, the only schools to which Catholics can, as a rule, send their children, are Government schools. Many reasons, which may, we hope, be readily guessed without our making any express mention of them, and which we may perhaps sum up by saying that schools under Native management do not inspire Catholic parents with confidence, dissuade them from sending their children to them. Still less can they consent to send them to schools conducted by Protestant Societies, where instruction in the various Protestant creeds is given "*ex professo*," often made compulsory, and which must in all cases pervade the whole teaching. Now Catholic parents cannot allow, and we their ecclesiastical superiors cannot, and therefore will not, permit their young children to receive religious instruction which is in direct opposition to Catholic belief. We trust the Commission will appreciate the force of these motives of conscience, as Government did when it pledged itself solemnly to religious neutrality in its own institutions. So long as that religious neutrality is faithfully observed in Government schools and colleges, Catholics can consent to have their children educated in them, and as they are the only institutions to which Catholics can commit the instruction of their children in the many places in which they cannot afford to have a school of their own, it is evident that so far from advocating a withdrawal of Government to a large extent, they would hail with gratitude the establishment of Government schools in such places.

C.—If, however, it be proposed merely to suppress Government schools in localities in which a Government school has become unnecessary, owing to the wants of the population in general, and of its different sections having been fully provided for by the other institutions of the place; if, in other words, not a withdrawal at large, but a withdrawal from some schools in some special cases be meant, we have no objection to offer.

We cannot conclude this consideration without adding a few words *apropos* of certain charges brought against Government institutions.

We are told first that Government absorbs for its own schools and colleges an enormous portion of the Educational Budget. May be. But we do not think it is fair to judge of Government institutions from their expenses alone. The results obtained should be chiefly considered. Now few will, we think, be prepared to pronounce it evident at least, that, on the whole, more

satisfactory results would have been gained, had the money expended on Government schools been given to aided schools. Moreover, unless one wishes to condemn Government schools *a priori*, he cannot fail to see that such schools, having no private funds for their support, must necessarily draw a larger share of the public funds than aided schools. Such, it seems, has been the condition of Government schools in the past; but we do not see what is to prevent them from identifying themselves more with aided schools in this respect in the future, either by increasing their fees, and so making their schools more self-supporting, or by gradually introducing a system of foundations. Surely none have greater facilities for collecting funds of this kind than Government. An appeal to the generosity of wealthy Natives, whose interest in the maintenance of Government schools cannot be denied, would, if suitably urged, probably suffice. The fact that some Government institutions have become self-supporting, shows what may be done in this direction.

Nor are we more impressed with the justice of the other reproach cast by some at Government institutions, *viz.*, that they are educating the rising generation to be unbelievers. We think that aided institutions especially should be careful how they utter such a charge, lest it should be retorted on them. We are afraid that compulsory instruction in the Bible, for instance, the truth of which Hindu and Muhammadan pupils cannot but question, while it forces them to dispute or reject what they have been taught in point of religion, is as likely to foster unbelief as religious neutrality. Not to insist longer on this point, let Government, we would say, but commit the instruction of the youth who attend its institutions to good men—and none but good men should be selected for such high and important work—and Government pupils will prove inferior to none in point of morality. Good masters, without giving their pupils any formal instruction in the tenets of this or that sect, without alloting any fixed hours to the teaching of religion, will find occasions of reminding their pupils of Almighty God's existence and essential attributes, of man's dependence on Him and accountability to Him, and similar fundamental principles of morality, which pupils will not question, and which all Government masters can proclaim without any breach of that religious neutrality to which Government has pledged itself. We are far from wishing to be understood as approving of religious neutrality in the abstract: but, given the existing circumstances of this country, and the necessity for Government schools, we deem religious neutrality an unavoidable necessity in Government institutions. At the same time, while we think that the fundamental principles of religion and morality may well be inculcated, *occasione data* by Government masters in Government schools, we think also that all notorious atheistic or materialistic, &c., teaching, that calls in question the most essential principles of morality, as the spirituality and immortality of man's soul, and which, there is reason to fear, has now and then crept in, should be excluded from Government institutions. It would be as much a breach of religious neutrality to tolerate such teaching, as it would be to admit the teaching of any religious sect.

II. We beg now to submit a few suggestions on some other points noticed in the "Outline" which seem to call for remark.

A.—Section B, No. 9; "Arrangements for the training of masters."—It is not to be denied that, as a rule, efficiency in masters and mistresses presupposes anterior training. We fully concur therefore in the opinion that normal schools are necessary, and we have made up our minds, counting upon the assistance of Government, to incur the expenditure to provide our schools with a sufficient number of these nurseries. There are, however, in our opinion, some persons for whom a course of normal school training would be a needless waste of time. Old and practised teachers, whom long experience, united to native ability, qualifies for teaching much better than any normal school course in the absence of aptitude for teaching, cannot be reasonably expected to go through a course of training, nor ought they on that account to be placed at a disadvantage in respect of grants.

Again, just as no previous training can secure efficiency in teaching to one who has not to a certain extent the gift of teaching inborn, so, on the other hand, are instances to be found, nor are they so rare as some might suppose, of young persons who possess a natural gift of imparting instruction, and who, with a little direction, prove excellent masters or mistresses. It is hard, therefore, in our opinion, and injurious in some respects to the interests of education, to impose the same unbending rule on all alike. We think that in cases of masters such as we have mentioned, the certificate of their manager, sanctioned by their inspector, who might and should test their abilities, ought to suffice to entitle them to the same privileges as holders of normal certificates are entitled to.

Whilst advocating the institution of aided normal schools, we would observe that it would contribute greatly to secure the requisite uniformity for the training of teachers, and facilitate the attainment of the object for which normal schools are instituted, if a sort of *Ratio docendi* or standard manual were drawn up and published under the direction of Government for the use of head masters in such institutions. We venture also to express our confident hope that Government will adopt due measures to secure to the managers of schools for a given period, which

should not, in our opinion, be less than eight or ten years, the services of the masters they have trained. It would be well, at the same time, if some scheme could be considered and given effect to, by which the profession of schoolmaster would be more sought after, and valued by the natives of India. At present it is too often taken up by passed candidates, not as a profession, but as a kind of a stop-gap, till an opening in the Government service presents itself.

B.—With reference to grants-in-aid mentioned under Section H, we would remark that, while there is no essential objection to either system, whether salary or result, viewed in itself, we think it well to make some observations on both. The latter is by its very nature well calculated to excite the zeal of masters and the industry of pupils, and well adapted to the character of primary and middle schools. It is true that perfect impartiality on the part of the inspector and special attention to test by a careful examination the efficiency not only of the school, but also of each class, and even of each pupil, are two conditions indispensable for the well-working of this system of remuneration; but it affords us pleasure to say that these conditions are generally fulfilled to our satisfaction. There is, however, one point which we ought to mention, *viz.*, the difficulty which managers of schools too often meet with when seeking to have their schools placed on the result system. We think that all applications should meet with a more ready response, and that when a thorough inspection of the buildings and all accessories has left no doubt about the efficiency of the school, be more easily complied with. On the other hand, the efficiency of the school once ascertained, not only the grant should be allotted, but its amount be such as to afford the necessary assistance to schools: some grants fall short of this.

As regards the salary grant, we think that new regulations ought to be framed, or at least the present regulations be modified, with a view to correct the inconsistency and arbitrariness which at present seem to characterise it in this Presidency. We see, for example, some schools receiving a grant which covers nearly one-half of their total expenditure, while others are receiving less than one-sixth. In the grant-in-aid code it is explicitly laid down that a certain grant will be given on certain definite conditions expressed in the code, which seems to mean clearly that, provided the conditions be satisfied, the grant will follow. But the fact is not so, at least for some colleges where a grant is limited to a *maximum*—in reality it is a very *minimum*—which they are not allowed to exceed. Instances also might be added of grants refused on vain, as it seems to us, or insufficient pretexts. Is not all this both inconsistent and arbitrary? Nor can we abstain from criticising some of the conditions upon which the allotment of salary-grants depends, inasmuch as in some cases they preclude merit from meeting its due reward. In vain, *e.g.*, does real learning, the fruit of hard study, and long experience, or devotedness for years to the hard task of teaching, together with uncommon abilities for the discharge of that duty, recommend a European master to the liberality of Government, unless in accordance with the requirements of the code he has a University degree or a normal certificate ready to back him. Now no old European master, who had not these qualifications already, could be expected to provide them; and in his case, as it seems to us, these qualifications should be no more necessary to him than a certificate of valour for an old soldier who bears on his brow the scars of honourable wounds received in his country's service. We deem a thorough revision of that portion of our grant-in-aid code, and the introduction of simpler and more equitable conditions, altogether necessary.

C.—If by scholarships, in Section B, No. 12, are meant Government scholarships, we must confess that, in this Presidency, they are so few in number, and of these so many are restricted either to some locality or particular branch of study, as to be of little service to the general progress of education. As regards Catholic youths in particular, who form a comparatively small section of the community, their chances of gaining any of these prizes are of course very small. As a proof of this we may instance the result of the last University examinations where the two first candidates on the F.A. list, and the first candidate on the matriculation list, the last a Catholic, were disqualified by some restriction from obtaining the scholarships that would otherwise have fallen to their lot.

Were it not for the boarding-schools which have been established for Catholics in which a certain number of children are received and educated at a charge to their parents which, on an average, is a trifle over the ordinary school-fees, many of the most hopeful of our children would in most cases be deprived of all hope of prosecuting their studies up to the University examinations. The children thus received are, as a rule, born of very indigent parents, in small villages, where often only elementary schools are to be found. They are selected for their good conduct and abilities, and their continuance in the boarding-school is made dependent on a continuance of their good conduct and industry. By this means, a good number of such pupils have gone through a complete course of study, and some have obtained the highest University honours. Catholic institutions of this kind, in our Presidency, are to be found at Madras, Vizagapatam, Cuddalore, Negapatam, &c. But this entails on our missions an expense which for every 100 pupils amounts to about Rs. 480 per month over and above what they pay. The Catholic College of Negapatam educates about 200 such pupils.

In this way we have endeavoured to make up for the disadvantage at which Catholic children are placed as regards the attainment of scholarships; and we think it the more necessary to draw attention to this point, as we regret to say that the sacrifices and efforts of Catholic missionaries to afford these educational facilities to pupils who would otherwise be debarred from prosecuting their studies, have hitherto been almost unnoticed by Government. The Outline itself makes no mention of boarding-schools. We think, however, their object deserves to be viewed favourably, and that Government should inform itself of the expenditure incurred for their maintenance, and take them into consideration in distributing their grants. If they provide, as they do, advantages to Native Catholics which a hundred scholarships could hardly suffice to provide, it is but just that Government should not merely encourage them, but afford them some material assistance. We say this with the greater confidence, as it is not to be lost sight of, that though our boarding-schools are chiefly, but not always, for Catholic children only, they are always annexed to buildings, and indeed are often the same buildings which are open in school-hours to scholars of every creed, showing that Catholics act on no exclusive principle, but are happy to work for the diffusion of instruction among all classes and sections of the population. In addition to Catholic boarding-schools may be mentioned Catholic orphanages, whose number is much more considerable, in which boys and girls destitute of parents are entertained at the cost of Catholic missions, and not only trained in arts and professions which will enable them in time to earn their daily bread, but often also receive, in a school annexed to the orphanage, the instruction in reading, writing, and counting which is given in primary schools.

D.—A few words only concerning Nos. 10 & 11 in Section B. Our schools are generally very far from being self-supporting. Great expenses have been incurred for their establishment; new expenses have to be added yearly, often to the amount of several thousands of rupees for their maintenance, nor do the grants we receive, and for which we are very thankful, help to defray more than a very small portion of the expenses.

The extreme poverty of the places where our schools are, or of the parents who send their children to them, generally compels us to be satisfied with the lowest possible fees, and not seldom, especially in the case of girls' schools, to dispense with them entirely. On this point we think great latitude should, for the present, be left to managers. There are places in which the exacting of any fees, however small, would at once empty the school. Nor is dispensing with fees always a successful means to attract to school children whose parents are accustomed to make use of them in their daily labours as soon as they are of a school-going age.

E.—In reference to No. 4 of Section B, we think that one of the best means of making primary or elementary instruction popular in the places where till now it has been the reverse, would be to lower the standard of instruction, and at the same time to introduce subjects of practical utility, which may attract those who at present are otherwise unable to appreciate the value of instruction. For instance, the sons of the poor peasantry and their parents see little or no value in instruction in history and geography, but would appreciate it in reading, writing and arithmetic, provided the latter be taught according to the Native method—the only method indeed of practical use to them. The following passage in a recent periodical on educational systems seems to us so much to the point that we venture to quote it: "Men will not be at pains to acquire knowledge which they cannot put to use, and knowledge which men will not acquire, it is useless to offer them." The school-hours, moreover, in the circumstances above adverted to, might be shorter and so arranged as not to interfere with the children being able to assist their parents in their daily avocations, which is, at present, one great obstacle to their sending them to school.

F.—As regards text-books, Section F. If we may be allowed to offer an opinion on the text-books which are appointed by our University, or by the Government for public examinations, we would strongly recommend the exclusion of books, or parts of books, which are either directly offensive to morality, or contain such matters as a master cannot decently explain to children and young persons, as, for example, amatory pieces. We would hope also to see excluded such books as cannot fail to be distasteful to any particular section of the scholastic community.

In regard to the last point, we would only ask that Government, or our Syndicate, should show to Catholics the same deference which they show towards Muhammadans in general; and as they would never prescribe as a text-book a work in which either Islamism or Brahminism are attacked and ridiculed, let them also spare Catholic youths the distasteful task of reading books written in a very anti-Catholic spirit, such as "The Rise of the Dutch Republic" appointed by the Syndicate of Madras for the F.A. examination, 1882. The field of English literature, both prose and poetry, is so extensive and teeming with such variety that only a little attention is needed—for we do not mean to question the intention—to make such a selection as will be agreeable to all.

No less care is, in our opinion, necessary in the selection of text-books for primary and middle schools. Let it be borne in mind that such books are not read once, but again and again, are most carefully explained by the master, and large portions of them committed to memory. There should not be a single word in them the full meaning of which a master would have the least scruple to explain. They should contain nothing which savours of the tenets or the spirit of a particular sect. Text-books should be such as to afford pleasure to their young readers, and at the same time impart to them useful instruction, acquaint them with their duties, and inspire them with the love of virtue. Books possessed of all these qualities will not be found easily in our vernaculars. It might be well to leave the choice to the heads of institutions themselves, but as there might be an objection to this, we would at least urge that they should be consulted on the subject before the books are finally decided upon.

G.—Female Education. We are prepared to second the efforts of Government to spread female education. Catholic girls' schools are increasing every year. We hope to provide them with mistresses trained in our normal schools, and entirely devoted to the instruction of young girls. But there is another point in connection with this subject that demands our notice. It seems to us, considering the present state of profound ignorance of native women in general, that female education should be very gradually attempted, that it would not be wise to impart to native girls an education such, for example, as is given to European girls in a corresponding station of life. We would propose, then, a very elementary education for native girls, instruction of a kind only as will be useful to them in after-life as mothers of families. Great care should be taken, while forming their minds, to guard them from anything that may in the slightest degree sully their purity of feeling, such as may easily happen, for example, from reading of prose or verse which is not carefully expurgated of all language having an immoral or licentious tendency. Special vernacular books will therefore have to be composed, having this particular end in view, for use in girls' schools. As to mixed schools of boys and girls, setting aside the difficulties of custom and prejudice, which would be seen to encounter the introduction of such a measure in parts of this country, we must say that we are ourselves no advocates of this system, and are far more impressed by the inconveniences than attracted by the advantages which attend the mixture of boys and girls in the same school.

H.—Referring to Section K. We would express a hope that the establishment of ragged or poor schools may receive the attention of our municipalities in places where they do not at present exist, and that special care be taken to observe in them the spirit of religious neutrality provided for in Government schools.

I.—A word about Section D, No. 11, before concluding. It is a common complaint, and, as we believe, not unfounded, that the number of malcontents grows with the increase of matriculates and graduates; nor do we see how Government can, without discouraging higher education, prevent that growth. We think, however, that nothing is more calculated to foster it than attracting country youths to the large towns for study. For there they find themselves left very much to their own devices to spend their leisure moments, and often without any parent or guardian to guide and control them with advice. Experience shows that in such circumstances their native simplicity soon gives place to pretentions above their deserts. For this reason, as well as because we think that public morality cannot fail to suffer from such agglomerations, in fairness also to collegiate institutions in the mofussil, which are thereby deprived of many good pupils, we are unable to concur in the opinion of those who think that young men are to be attracted to large centres to complete their collegiate career. This subject recalls also a remark and suggestion we have made elsewhere. As discontent generally arises from the difficulty of finding suitable employment, we think it would help towards calming it to devise some scheme which would make the profession of a teacher more valued by the Natives of India, and this we think would be sufficiently effected if, for example, Government were to hold out some premium to men who had devoted a notable portion of their life to teaching. If successful, the scheme would find occupation for a large number of educated men in primary and middle schools.

APPENDIX I.

When it became known that the Government of India was about to nominate a Commission to enquire into the working of the Indian educational system with special reference to the despatch of 1854, the "General Council on Education in India" sent a schedule of queries to a number of the agents of all the Missionary Societies in India, men of long and intimate experience in educational work in various parts of India, with a request to be favoured with replies thereto. The seventh of these queries was as follows:

VII.—To what extent do you consider natives of India competent and suited for employment in the educational department?

* * * * * * * * *

To this the following replies were obtained, and published in a pamphlet form for private circu-

lation, entitled, "Answers to Queries on the working of the Education Despatch of 1854 sent out by the General Council on Education in India."

The answers were as follow:—

By the Madras Executive Missionary Education Committee composed of—
The Rev. W. Miller, M.A., *Principal, Christian College.*
The Rev. Edward Sell, M.A., *Secretary, Church Missionary Society.*
J. Murdock, Esq., LL.D., *Superintendent, C. V. E. Society.*
Rev. James Cooling, *Wesleyan Missionary Society.*
D. Sinclair, Esq., M.A., *Professor, Church of Scotland Institution.*
J. Cook, Esq., M.A., *Principal, Doveton College,*
Rev. W. Stevenson, M.A., *Superintendent, Free Church Institution.*

Natives of India are very largely employed in the Educational Department, even in some of the highest offices—the whole staff of Combaconum College is Native—but for the best educational results there must always be a considerable number of Europeans engaged in colleges and superintending schools.

Madras, *28th September 1881.*

By the Rev. J. H. Walton, Bangalore.

Hindus make good teachers when trained and carefully superintended. They might also be trained for inspectors. But at present they are utterly unsuited for the principals of high schools and for directors of instruction.

24th October 1881.

By the Rev. F. N. Alexander, Ellore.

I think the better educated Natives that I have seen either as inspectors or teachers are quite competent for such employ.

By the Rev. Maurice Phillips, Salem.

They are competent to teach up to the B.A., if not higher. Some Natives have distinguished themselves as principals of colleges. I think they can be employed more extensively as head masters of schools and principals of provincial colleges, and thus save much expense to Government.

16th September 1881.

By the Rev. J. Duthie, Nagercoil.

Many of them undoubtedly well able to teach in schools and colleges. But in colleges and high schools the language, natural science, and philosophy professors ought to be from Britain.

29th September 1881.

By the Rev. Geo. Shirt, Hyderabad, Sindh.

I think them capable of teaching all subjects, English included; but they are lacking in power to stamp character upon their pupils.

By the Rev. J. G. Hawker, Belgaum, supplemented by the Rev. J. Smith, Manager of L. M. S. School.

Hindus are good crammers; they teach well, carefully appointed lessons, but generally want a leader. Except in exceptional cases, every high school has a European superintendent, otherwise the work of the school will be mere cramming, not education.

By Mr. W. F. Melvin, Bombay.

They make very fair assistant teachers, but only in exceptional cases should they be made heads of high schools, otherwise. English will be but poorly taught, and in grant-in-aid schools the temptation to sharp practice will be almost too great for them.

20th October 1881.

By James Sommerville, L.R.C.P. Ed., and L.F.P.S. Ed., Rajputana.

They should, I think, be employed in all subordinate posts, and in all cases where the vernaculars are the medium of instruction. Besides making efficient teachers in these, they make also good district inspectors, while they may be entrusted with the teaching of natural science; moral philosophy and allied subjects should be entrusted to Europeans only at present. Europeans only should be employed in the higher departments of English tuition, and where much organisation or large responsibility is involved.

By the Rev. Wm. Harper, Sealkote.

With the exception of the moral philosophy and highest English classics in *colleges,* I consider the Natives of India competent and suited for all the active teaching appointments in *all* educational institutions. What they are deficient in is organisation and perseverance. They need the general experience of European inspectors and managers. Few of them are fitted to act as permanent inspectors and managers. They are fitted to carry out the work of sub-inspectors. Native teachers and sub-inspectors are usually far too highly paid. They are paid far in excess of their needs and mode of life. Comparatively, teachers in Scotland are starved and overworked. I do not mean to say that native servants in the Educational Department are paid more highly than in other departments, in all of which native salaries are absurdly high.

By the Rev. John W. Youngson, Gujarat, Punjab.

Thoroughly competent to teach certain subjects, *e.g.,* mathematics, especially if the amount of their salaries depend on the number of boys they pass.

15th October 1881.

By Rev. B. Davis, Benares.

There is no doubt that under suitable guidance the natives of India are well fitted for the work of secular education; many of them work hard and intelligently in teaching their classes.

10th September 1881.

By the Rev. W. C. Fyfe, Calcutta.

I know many men, Christian and non-Christian, in Bengal, the North-West Provinces and the Punjab, whom I consider are well qualified for employment in the Educational Department. Some of these Christian men would grace the highest offices in the Department.

By the Rev. Kedar Nath De, Ordained Missionary and Head of the Free Church Educational Institution, Chinsurah, Bengal.

Some are already creditably filling up high and responsible posts in the Educational Department, such as professors and lecturers in Government colleges, inspectors and joint inspectors of schools, &c. One is acting as the first-grade inspector of schools, and I believe he can, with credit fill up even the highest post in the Educational Department.

31st October 1881.

By the Rev. J. D. Bhattacharjya, Senior Ordained Native Missionary of the Free Church, Bengal (selected by Lord Northbrook to be sent to England to give evidence before a Parliamentary Commission on the state of the people of Bengal).

Many of the natives are quite competent to hold high posts in the Education Department as professors and teachers. There is no branch of education in which a Native cannot distinguish himself as professor or teacher as efficiently as a European, except in the classics.

The four papers which follow are of special interest, and with one exception of great value, as coming from a class of men from whom we should not presume to solicit answers to our unofficial enquiries, and whose personal interests and prepossessions would naturally be on the side of the order of things by which they have risen, and through which they might rise higher. We give them with much satisfaction as samples of not a few in their position, only wishing that more had reached us, while grateful that even these have spoken so freely out. Nothing but deep conviction and a generous impulse could have led three of these gentlemen to rise so far above official reserve and the influences of their order, and speak out as they have done. As for the other, who has favoured as with the routine view with which official reports are filled, we let him speak for himself as an average example of his class.

No. I.

The following Answers to Queries on page 1 are by one who has filled the highest offices in the Government Education Department, whose name, if we felt at liberty to give it, would command the confidence of all who know his services to the cause of education in all its branches. The original document, with his signature, will, however, be transmitted to the Viceroy in confidence.

To Question VII

In the Educational as in the other Departments, natives are well suited for employment in all branches in which their course is definitely laid down. They are good mathematical teachers,

and from text-books can teach anything, provided they are under strict supervision or are driven to exertion by the *angusta res domi*. When not carefully watched they become lazy and corrupt, especially if they do not belong to the higher classes, which have to preserve their traditional honour. They will never insist on the execution of rules if placed in independent positions, for the best among them cannot resist appeals for mercy from their own co-religionists or caste-fellows especially, whilst the average merely look on a rule as a means to obtain money or influence by its evasion. A maulvi or pundit is generally restrained by religious feeling, a chief by his pride, a native of the new school only by his interests, which therefore renders supervision indispensable. Personal gratitude cannot exist as a rule in the last-named class, as it considers the education or other benefits conferred to be the merest sop for being deprived of the power of ruling the country, which it looks upon as its birth-right, because Native of India, as well as its moral right, because educated. There are not many among the "educated" Natives that would not lie, forge, perjure themselves, and betray their trust, or entrap others into difficulties. Their genius for intrigue, always proverbial, has been sharpened by the modern weapons of education. At the same time there is a growing sense of patriotism among them beyond the traditional trammels of caste or religion. This is engendered by the common sense of disappointment and disaffection, which induces them to stand by one another even if recourse should be had to the most fraudulent means. I have had hundreds of Natives under me in various capacities, as pupils, clerks, teachers, &c., and for 17 years I have considered it to be my duty —and still consider it to be such—to help them both individually and as a nation, in every way in my power, but I have rarely found one, unless he belonged to a high family or was a member of the priestly classes, who did not return evil for good if he had an opportunity. The uneducated Natives, however, are often gentlemen born; the peasantry in some parts of the Punjab are patterns of manliness; even the domestics who belong to good castes may be implicitly trusted, but the Native who has *only* received an English education has no moral moorings whatever. Of course there are brilliant exceptions, and it is possible that the second or third generation of English-speaking Natives may become more or less successful imitations of English probity and truthfulness. Whilst their number, however, must ever remain, comparatively speaking, small, the remaining Native society will have been shaken to its foundation, *and will* have become an easy prey to unscrupulous agitators, who are supposed to possess the key to the secrets of Government owing to their knowledge of English. Far better would it be to develope all that is good in indigenous thought and nature, and to combine with it whatever may be suitable in our own civilisation.

No. III.

Everywhere in *schools*. There should be, however, a European head master in high schools where English is taught. In *colleges* it is better to have honours men if possible, if it is an object to obtain the best results. Native graduates, however, make capital lecturers. For teaching Oriental classics only Natives are suited.

APPENDIX II.

The following statistics are extracted from a table at p. 185 of the Madras Catholic Directory for 1882, and show approximate results of the educational efforts of Catholic missions scattered over the wide territories embraced by the entire Madras Presidency, and including Travancore and Cochin on the south, Mysore in the centre, and Nagpur and Hyderabad territories to the north. *The smallest vicariate of* all, in point of territory, is far ahead of the other vicariates as to the number of its schools, which amount to 606, or considerably more than half of the entire number of schools throughout the 10 vicariates enumerated: of these, 600 are vernacular schools, and "six English schools (p. 134) under local Government supervision, attended by more than 600 pupils." These six schools do not appear at p. 185 of the Directory, but they have been added to complete the information at our command.

Vicariate Apostolic of	Catholic Population.	Children calculated at 7 per cent.	Catholic schools.	Children of all denominations attending.
Madras	52,060	3,644	51	3,615
Hyderabad	10,300	721	16	500
Vizagapatam	13,000	910	36	2,704
Pondicherry	134,362	12,906	58	4,550
Mysore	26,800	1,876	39	1,674
Coimbatore	24,027	1,681	37	1,275
Madura	183,487	12,844	135	4,650
Quilon	87,710	6,139	78	2,954
Veerapoly	294,600	20,622	606	9,875
Mangalore	77,420	5,412	46	2,650
TOTAL	953,766	66,765	1,102	34,447

Now, if we omit the statistics of the vicariate of Veerapoly, the narrow limits of which place it in a peculiar position, a truer approximation of the actual state of educational opportunities for our Catholic people will be found, and it will be seen,—allowing that two-thirds of the children attending school are Catholics, which is about the average,—that the average of Catholic pupils in each school is about 33, while the proportion of schools to the children of a school-going age, computed at 7 per cent. of the entire Catholic population, is one school to every 93·2 children. In other words, so scattered are our people that we are unable with all our efforts to provide schools for nearly two-thirds of our children. Unless there are Government schools, therefore, which these can attend, they must go without any instruction whatever.

(IV.)—REPLIES TO CIRCULAR ON THE RESULTS OF EDUCATION IN PREPARING FOR THE ORDINARY DUTIES OF LIFE.

MEMORANDUM.

In connection with Section D, Subdivision 11, of the "Outline of the Reports of Provincial Committees,"—that is, *the effect of collegiate education on the general education and enlightenment of the people, and the extent to which it has been a means of supplying the Government with efficient public servants, and the community at large with intelligent employés*,—the Madras Provincial Committee issued the following circular:—

> During the sitting of the Education Commission here, it was suggested that some benefit might result from consulting a few of the gentlemen who have in their employment considerable numbers of the young men who go out from the various colleges and schools. The suggestion was cordially welcomed. I have the honour accordingly to request that you would be good enough to furnish the Commission with a short statement of the views that experience has led you to form concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency.
>
> The Commission intentionally abstains from putting any definite questions to you. It believes that your most valuable suggestions as to deficiencies in the present scheme of education, or possible improvements on it, will be those that occur most readily and naturally to your own mind. Anything you may deem it appropriate to say regarding the fitness or unfitness, intellectually, morally, or in any way, of educated natives for the duties devolving on them in the office or offices under your care, will be welcomed by the Commission and will receive their careful consideration.

This was addressed to—

(1) The Accountant General, Madras.
(2) The Agent and Manager, Madras Railway.
(3) The Agent and Manager, South Indian Railway.
(4) The Bank of Madras (Secretary).
(5) The Board of Revenue (Secretary).
(6) The Chamber of Commerce (Secretary).
(7) The Commissary General, Madras.
(8) P. P. Hutchins, Esq., M.C.S., Civil and Sessions Judge, Madura.
(9) The Post-Master General, Madras.
(10) The President of the Madras Municipality.
(11) J. Lee-Warner, Esq., M.C.S., Collector and Magistrate, Nellore.

Replies have been received from all but Nos. 2, 5, and 9, as follow:—

From H. CLOGSTOUN, Esq., Accountant General, Madras, to the Secretary to the Madras Sessions of the Educational Commission,—dated 15th November 1882.

In acknowledging the receipt of your letter of the 31st October, requesting me to furnish the Education Commission with a short statement of the views that experience has led me to form concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency, I have the honour to state that I have in my office a considerable number of clerks who have taken degrees or who have matriculated at the University, and I find that, as far as official duties are concerned, these men are markedly superior to the great majority of men in this office who have not obtained this higher education. Their superiority is evident not only at the commencement of service, when the matriculate or B.A. or M.A. is fresh from his duties, but is maintained and increased as time goes on, and is conspicuous in every branch of work. As regards the moral qualities of

those educated in our higher schools and colleges, I have not the intimate acquaintance with their private lives which would enable me to give any other than a general opinion; but in all spheres of duty in which I have come in contact with them, I have found the generality to be honourable men actuated by a high sense of duty. That the higher education has influenced their moral characters for the worse, is a supposition which, if it exists at all, I, from my limited experience, certainly hold to be groundless.

From WILLIAMS BETTS, Esq., Agent, South Indian Railway, to the Secretary to the Madras Sessions of the Educational Commission,—dated 22nd November 1882.

In the Locomotive and Carriage Department the bulk of the employés are mechanics and artisans and labourers employed to assist skilled workmen.

In this Department, therefore, one scarcely finds any product whatever of the present system of education. Concerning his staff the Locomotive Superintendent thus reports:—

"As far as I am able to observe, education given in this Presidency hardly touches the artizan class, with whom I have most largely to do.

"It is a matter of great difficulty, if not of impossibility, to get natives who have any knowledge of English worth speaking of to train for mechanics. They seem to prefer earning Rs. 10 a month as clerks, when they have sufficient education to fit them for it, to earning twice, or even four times, that sum as engine-drivers or fitters.

"We have now thirteen native apprentices, who can all speak and write English a little; but these are chiefly lads who, from want of funds or want of ability, have been unable to train for clerks or Government servants.

"We have generally two probationers in our office who, rather than earn a good livelihood at a trade, prefer to wait an indefinite length of time for the chance of earning a pittance as clerks.

"Only one of our native drivers, of whom we have 26, can read and write English; none of the rest can write at all, and very few can speak it well."

Owing to absence from his head-quarters, the Chief Engineer, who is travelling on the line, has not yet been able to send me a memorandum of his views. I think it better, however, not to detain longer my reply to your circular letter.

In continuation of my letter No. 9952-1324, dated the 22nd instant, I have to inform you that this Company's Chief Engineer reports as follows:—

"Since coming to this part of India, now more than 24 years ago, it has often occurred to me that one great deficiency in the system of general education is the absence of the study of physics from the course prescribed.

"The native character is, according to our view, wanting in practicalness and thoroughness, in habits of exactitude of statement and directness in action. As there is no effect without a cause, and reasoning from analogies in other parts of the world, it may safely be concluded that this state of affairs has come about from causes which conduce to it.

"Prior to the British occupation, centuries of oppression and misrule made deceit and intrigue the weapons of offence and defence, and impoverished the land. In an impoverished land the extreme primitiveness and simplicity of the national life in respect of its material wants allowed little or no scope for the sciences or the arts and manufactures in the general education of the people. Nothing remained for the national mind, but in the higher or privileged classes introspection and speculation, in the toiling millions superstition and the extravagancies and exaggerations of the Hindu legends and mythologies.

"In the West we have seen, allowing for difference of race and climate, a similar state of matters yield in due time to a treatment which would doubtless have similar results here: a firm and settled government and the study and rapid progress of a knowledge of the natural laws by which we are governed.

"We have now firm and settled government in India—Western knowledge is advancing; the country is being traversed by railways—mills and factories and other industrial establishments are being multiplied and fostered by Government, and the opportunity seems to have arrived when the introduction of the study of the natural sciences may be vastly extended, so as to enter into general education.

"I feel convinced that this study would prove a powerful agent in training the people to habits of observation and exactitude, and consequently of more practical-mindedness. Let boys at school and colleges, for instance, be taught the elements of botany, or of natural history, or of geology, physiology, physiography, the principles of agriculture, sanitation, and cognate subjects. With practical applications suitable to the localities in which the students live, the localities themselves would afford the specimens, the laboratories, the plant, so to speak, requisite for such elementary studies.

"I am aware that a great deal has to be done before much can be achieved in this direction,—teachers must be taught and trained to impart this knowledge, and the public mind must be awakened to an appreciation of its value; but this is only what had, and has still, to be encountered in much more civilised countries, and is all the greater reason for strenuous efforts being at once made to achieve the ends in view.

"I know that there is nothing new or original in the foregoing few remarks, and I merely offer them in the hope that they may add to the like testimony of others more qualified to enlarge on the subject."

From—D. A. G. CROMBIE, Esq., Secy. and Treasurer, Bank of Madras, to the Secretary to the Madras Sessions of the Educational Commission,—No. 1246, dated 20th November 1882.

Briefly, the young men who join us are all more or less deficient in simple *arithmetic*. Very few of them are called upon to compose letters, but from what we have seen they are all deficient

in *English composition*. The principal work that is expected of them at first is copying, and with regard to *writing* there is no great fault to be found. In fact, when a vacancy occurs in this office, we have a large number of applications, and the specimens of penmanship are sometimes excellent.

The behaviour of the young Natives and East Indians in this office is very good, and they are regular in attendance. They are, however, as a rule, extremely impecunious, and this is greatly owing to their inattention to the commonest principles of economy, and to the marriage laws and family charities which hamper many natives with debt from their earliest start in life.

From—C. SIMPSON, Esq., Chairman, Chamber of Commerce, Madras, to the Honorary Secretary, Education Commission, Madras Provincial Committee, Calcutta,—dated 21st December 1882.

Your letter of the 31st October has been laid before the members of this Chamber, and I have now the pleasure to communicate to you, for the information of the Education Commission, a summary of the opinions expressed by various banks and mercantile houses "concerning the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the system of education at present followed in this Presidency."

Messrs. Arbuthnot and Co.'s report may be thus summarised:

"An educated Native thinks mercantile work, or rather the salary which his qualifications would deserve, beneath him. We want men who have a decent knowledge of arithmetic, can write a good hand, and can compose a simple letter in intelligible English. Very few of the candidates for employment come up to this standard. One of our smartest Native clerks was educated at the normal school and passed the uncovenanted civil service examination. One very useful man was plucked for his F.A. We have several Native clerks who were educated at Patcheappah's School, and they are the best "all round" men we have. We have no "graduates" in our employ. The chief want for our work is a sound schooling in Anglo-vernacular schools, with special attention paid to arithmetic, good handwriting, and English composition." Finally, it is suggested as worth consideration by the Education Commission whether a commercial test examination might not be instituted with advantage, requiring candidates to qualify thoroughly in arithmetic, handwriting and English composition, and allowing short-hand writing and French or German as extra subjects. It is thought that not much useful acquaintance with book-keeping could be attained apart from practical work."

Messrs. Binny and Co. report that they experience difficulty in obtaining young clerks who can write a good legible hand or compose a plain English letter.

The Agent of the Chartered Mercantile Bank makes the same complaint as Messrs. Binny and Co., and adds that he has difficulty in finding men who can make a simple arithmetical calculation.

Messrs. Dymes and Co. confirm the opinion of Messrs. Binny and Co., and add: "Educated Natives will not begin at the bottom of the office, and they are quite useless in any other position."

Messrs. T. A. Taylor and Co. express an opinion that Natives only apply for employment in mercantile offices after all chance of getting Government employment has failed. They prefer to go as volunteers in Government offices to accepting a small salary at once in a mercantile office, and for the reason that in the Government service they may look forward to a *pension*.

The Agent of the Oriental Bank prefers Natives to East Indians for general office work, but considers that the native clerks "have still much to learn to fit them for their duties."

Messrs. H. M. A. Badsha Sahib and Co. report that educated Natives do not like employment in mercantile offices, chiefly because such a wide field is open to them in the Government service for the display of their abilities, and because they think the prospects of that service brighter. It is only those men who have not had the benefit of a good education, and do not possess the necessary qualifications for serving under Government, look elsewhere for employment. It is among such men are found those who are unable to write a legible hand, to make an arithmetical calculation, or compose a simple letter in intelligible English. All this is attributable to the deficient education they have received at the schools and colleges where they have been taught, and where, in the generality of cases, the pupils are taught with very little regard to their future practical usefulness. Some subjects which are of the most practical importance, and which are at present excluded from the generality of schools in this country, might be introduced with very great advantage both to the pupils themselves and to the interests of the public and private offices where they may be employed afterwards.

The result of the Chamber's enquiries on the subject-matter of your letter has, as you will observe, been to show that few, if any, of the highly educated Natives seek for employment in

banks or mercantile offices, while those who do find employment in such offices receive no special school preparation for their work.

From COLONEL R. A. MOORE, Officiating Commissary General, Madras, to the Secretary to the Madras Sessions of the Education Commission,—No. 6851, dated 8th November 1882.

In reply to your letter dated 3rd November 1882, I beg to state that the young men who present themselves at this office to be entertained as clerks, having passed the uncovenanted civil service examination or the matriculation examination, and handwriting test, are often found, on undergoing the departmental examination, to write bad hands and to be bad accountants.

It frequently happens that men who have not passed are much better qualified for appointment in both these particulars.

I may add that the departmental examination is an exceedingly simple one. The candidates are required to write out a long passage from a printed page, containing about 780 words; and to calculate a victualling bill containing eight simple sums of this kind—

8,673 lbs. of beef @ $11\frac{3}{16}$ lbs. per rupee.

This simple examination half the passed candidates examined fail to pass.

From P. P. HUTCHINS, Esq., Madura, to the Secretary to the Madras Sessions of the Education Commission,—dated the 15th November 1882.

I can say nothing but good of the results of the present system of education, as exemplified in the young men to whom I have been able to give employment. Perhaps this may be partly due to my being very careful, and even slow, about the original selection of candidates; but those whom I have *selected* I have almost invariably found exceedingly useful, and most of them seem to have acquired a certain amount of self-respect which has, I believe, kept them straight and honest. That it would have this effect if they were not properly looked after and promptly called to account for anything suspicious, is more than I would venture to say; but I believe there is a far higher moral tone than formerly both in the superior and in the subordinate ranks of the public service. I attribute it in a great measure to education, but even more to the better pay which is now given and the many lucrative appointments to which any man may now look forward.

I think I may say the same of the vakils; but here, again, I have been very cautious, until the new Legal Practitioners Act and the rules made under it swamped my Court with men of whom I know nothing and, I am almost tempted to say, care less; but the fact is that I was preparing to leave this Court when the Act first came into force, so it is not likely I should feel much personal interest in the new comers.

I have, of course, come across a few graduates "puffed up with their own conceits," and a few more to whom no education could have imparted virtue; but that was, I think, the fault of the men, and not of the system. I should be glad to point out deficiencies in the system as exhibited in its products if I could, but I can only think of one, and that is the poor way in which the vernaculars seem to be taught. My translators render Tamil into English far better than English into Tamil, and colloquially they are often at fault with the rustic population.

From A. T. ARUNDEL, Esq., President, Municipal Commission, Madras, to the Secretary to the Madras Sessions of the Educational Commission,—dated 21st November 1882.

I have the pleasure to reply to your letter of the 31st October. In my capacity of Magistrate, Revenue and Settlement Officer, and finally as President of the Municipality in Madras, I have had many opportunities of forming an opinion as to the capabilities of educated natives for administrative duties.

At the outset I may say that I consider the educated Native,—that is to say, a man who has received a fair college education, but not necessarily a graduate,—as on the whole, and allowing for exceptions, very greatly the superior of the old type of Native official in straightforwardness, integrity, freedom from caste superstition and general capacity. There is, however, one point of importance in which the comparison is not to the advantage of the educated natives, or at any rate there is no marked superiority over his uneducated predecessor. I refer to powers of observation, acquaintance with out-door life and duties, and general adaptability in administrative work of this kind. Goethe's dictum, that "life is an action and not a thought," is reversed in this country. The natural bias of the Hindu mind is to thought rather than to action, and the present educational system does not sufficiently counteract this tendency. An illustration will

perhaps make my meaning clearer. The English boy takes naturally to concrete activity; he has a mechanical turn, and makes kites, toys, traps, &c., or he wanders in search of birds' eggs, moths, butterflies, fish, orchids, and interests himself generally in things animate and inanimate around him, or, at the least, he will learn some local geography in paper chases, and will strengthen all his bodily powers in this way and by cricket and other active games. What he chiefly needs is to be led out of these things, or, better still, *through* them to books and abstract study. With the Hindu youth there seems to be no such natural attraction to out-door life and pursuits; he takes readily to books and to study, and to a quiet in-door life. A complete system of education should lead him out of this, or, better still, *through* to the physical activities he stands in need of. It seems probable that the prolonged study needed for success in University and other examinations renders the lads still more disinclined for out-door pursuits, or at any rate leaves little or no time to be given thereto. The old public servants usually belonged to the class of landholders; and, as such, they were from boyhood acquainted with the details of ordinary agricultural pursuits, knew a good deal about the village irrigation works, were present when breaches occurred in the channel or reservoir banks, and brought their own farm labourers to assist in the common efforts of the village to repair the injury.

School and college studies allow no time for these things now, and moreover the lads are brought to centres of educational activity altogether removed from such scenes.

The remedy for these defects seems to me to lie, first, in the *practical* study of physical sciences, botany, zoology, chemistry, &c.; and, second, in making physical training, including out-door games, gymnastics, and so forth, as essential a part of the system of education as the study of English or mathematics.

From J. LEE-WARNER, Esq., M.C.S., Nellore, to the Secretary to the Madras Sessions of the Education Commission,—dated 8th November 1882.

My opinion is asked regarding the fitness for the ordinary duties of life of men who may be regarded as legitimate products of the present-day system of education followed in this Presidency.

Fitness may be treated from the intellectual, moral, physical, and social point of view.

As regards the intellectual abilities of the young men with whom my work brings me into contact, I consider them as a class quicker at picking up the manifold duties of office than their prototypes of twenty years ago. It must be the improved education which has sharpened their faculties, as I have not noticed any changes in their home life and its surroundings to account otherwise for it. No doubt under the old system there were to be found now and again surprisingly clever men, who had picked up an education anyhow; but the superiority for which I am now contending extends through the rank and file. And it is difficult to see what other result could be expected from comparing the education which is so easily procured now-a-days with the inferior teaching of former years.

The faults which I do find with the present men are—

Their want of training in their own mother-tongue.
The surface nature of their English education.

It may sound in a measure paradoxical to say so; *but I trace both these defects*, among other causes, to the absence of sound vernacular curricula. Under the present system a boy is taken from the cradle to school, where, before he has an idea of his own, which he can adequately express in his native language, he is put upon English. Till very recently, classics furnished an almost exclusive field for the mental development of nearly all English boys of the upper and upper-middle classes, but no head master of any public school ever dreamed of undervaluing the importance of his pupils correctly rendering a passage well selected from standard English prose into its Latin or Greek equivalent. Bradley of Marlborough carried this to very high perfection. His pupils well remember how his lectures on prose translation were real exercises of the mind. But what is the practice here? The vernaculars are practically ignored—I do not say that there is not good reason for it, but they *are* ignored—and thus this most important branch of school exercise is lost to the boys; and "paraphrasing" becomes the miserable substitute with which schoolmasters replace translation. Surely there can be nothing sound in a system of instruction which leaves a boy at the conclusion of its course unable to express accurately either his own, or the thoughts which are given to him, in *his own* language. Yet, from the imperfect and slovenly manner in which clerks ordinarily translate, it is clear that they have not been taught to seek and obtain a mastery of the right use of words.

The system of test examinations is, in my opinion, a fruitful source of the superficial acquirements of the young men. I cannot understand why all lower and upper primary tests are not abolished; and promotion into the middle school left to follow class examinations. I am not even sure that I would retain the middle school examination: so averse am I to setting a

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on 31 October, 2019